

DOCUMENT RESUME

ED 215 554

EC 142 799

TITLE Implementation of Public Law 94-142: The Education for All Handicapped Children Act. Third Annual Report to Congress.

INSTITUTION Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

PUB DATE 81

NOTE 179p.

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS *Compliance (Legal); Correctional Education; Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Evaluation Methods; *Federal Legislation; Handicap Identification; Individualized Education Programs; Mainstreaming; Preschool Education; Private Schools; Program Implementation; Severe Disabilities; Staff Development; State Departments of Education; Student Rights; Vocational Education

IDENTIFIERS *Education for All Handicapped Children Act

ABSTRACT

The report examines progress through the school year 1979-80 in implementing P.L. 94-142, The Education for All Handicapped Children Act. Stressed in the executive summary are increased services to preschool handicapped children, increased services to secondary level handicapped youth, increased services to the severely handicapped, removal of barriers impeding interagency cooperation, increased availability of trained personnel, development and implementation of formalized monitoring and due process procedures, and streamlining of procedures for reviewing of state program plans at the federal level. Following an introduction and a summary of state and local accomplishments, 10 specific aspects of the law's implementation are detailed. A section on right to education cites data on preschool programs, secondary and vocational programs, programs for severely handicapped students, programs for youth in correctional facilities, and related services. The remaining nine sections are concerned with: child identification, location, and evaluation; the individualized education program; the least restrictive environment; procedural safeguards; protection in evaluation procedures; private schools; a comprehensive system of personnel development; state education agency responsibility for all programs; and state education agency monitoring. A final section is on the Office of Special Education administration of the law with subsections on policy development, state plans, monitoring, complaint management system, technical assistance, and interagency coordination. Appendixes include a summary of studies evaluating the Education for All Handicapped Children Act and 15 tables providing statistical data. (DB)

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"TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Third Annual Report to Congress
on the Implementation of
Public Law 94-142: The Education for
All Handicapped Children Act

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PREPARED BY THE
DIVISION OF EDUCATIONAL SERVICES
SPECIAL EDUCATION PROGRAMS

1981

U.S. Department of Education
T. H. Bell, Secretary

U.S. Office of Special Education and Rehabilitative Services
Jean Tufts, Assistant Secretary

ED215554

FOREWORD

The landmark Education for All Handicapped Children Act (Public Law 94-142) was enacted in 1975 as a reflection of a determination by the Congress to assure that all handicapped children in the nation were offered "a free appropriate public education."

During the five years subsequent to the enactment of this legislation, the federal government has provided more than \$3.3 billion to state and local education agencies toward achieving the law's purposes. Moreover, almost \$654 million in additional funds have been allocated under Title I of a companion law, P.L. 89-313, for children currently or previously provided educational services in state-operated or supported programs. Similarly, the Vocational Educational Act Amendments of 1976 (P.L. 94-482) require that 10 percent of program funds be set aside for improving vocational education opportunities for the handicapped, and Title IV-C of the Elementary and Secondary Education Act requires 15 percent to be set aside for improving local education agency programs for handicapped children; each year these funds have contributed approximately \$50 million and \$20 million, respectively. All in all, the Federal commitment to education of handicapped children has grown to the point that it now accounts for about 15 percent of the total federal education budget.

As a consequence, state and local education agencies are providing needed special education and related services to more handicapped children than ever before--at the latest count, approximately 4.18 million handicapped children were receiving services. The period since the passage of P.L. 94-142 has also seen a concomitant expansion and strengthening of the capacity of state and local education agencies to serve disabled young people. As a consequence the range of options available to meet the individual needs of the nation's handicapped children has never been broader. Meanwhile there has arisen a national awareness of the rights of handicapped children and a determination to assure that they receive opportunities on a par with those offered their nonhandicapped peers. That determination is evidenced in community commitments to meet handicapped children's individual needs and to establish sound programmatic and procedural foundations on which to build for the future.

The challenge for the 1980s is for state and local education agencies to maintain the momentum, to deal with the problems that still remain, and to continue to improve the quality of educational opportunities provided handicapped children--toward making these children more self-sufficient, more skilled, more accepted as functioning members of the American society. The record to date strongly suggests that the state and local education agencies can and will respond to these new challenges and that "a free appropriate public education" will become a reality for increasing numbers of handicapped children.

The federal government will seek to provide state and local education agencies all possible technical assistance in pursuit of the common goal of assuring all handicapped children the quality education that is their right.

Ed Sontag
Acting Director
Special Education Programs

PREFACE

Public Law 94-142, the Education for All Handicapped Children Act, provided that an annual report be made to Congress describing the progress being made in implementing the Act. In January, 1979, the first report was published, and in July an update was provided to the Appropriations Committee of the House of Representatives. A second annual report was submitted in 1980. Thus, this is the third annual report and the fourth in a series of reports to provide Congress a description of our national experiences in making available a free appropriate public education for all handicapped children.

The information presented in this report was obtained from several sources. National statistics on numbers of children receiving special education and related services, numbers of school personnel available and needed to provide such services, and numbers of handicapped children receiving special education in different educational environments are obtained on an annual basis from the states. Office of Special Education monitoring visits to the states have provided additional national data on the status of implementation and are the primary source of information for statements concerning the extent of compliance with P.L. 94-142. This report also includes information concerning technical assistance activities supported by the Office of Special Education's Division of Educational Services, training activities supported by the Division of Personnel Preparation, research and model demonstration projects funded through the Division of Innovation and Development, and interagency coordination efforts directed through the Office of the Assistant Secretary for Special Education and Rehabilitative Services. Additional information is provided by a series of special studies supported by the Office of Special Education to describe, analyze, and disseminate results of the progress being made and remaining barriers to implementing P.L. 94-142. These studies are listed in the Reference List at the end of the report.

In previous Annual Reports to Congress, this wide array of information has been organized around six questions which constitute the evaluation plan for P.L. 94-142. Given the progress state and local education agencies have made towards implementing P.L. 94-142 and the current Administration and Congressional initiative to review and eliminate unnecessary federal regulations, the format of this report has been changed. Though the evaluation plan remains intact, the information has been organized to provide (a) an overview of the number of children receiving special education and related services and the number of personnel trained to provide these services, (b) state and local education agency accomplishments and remaining challenges in achieving the goals of P.L. 94-142 in accordance with the major provisions of the Act, and (c) an overview of Office of Special Education administrative strategies for enabling state and local education agencies to implement the Act. In the past year, as a part of the transition of the U.S. Office of Education to Department status, the Bureau of Education for the Handicapped was renamed the Office of Special Education. Throughout the report, the agency is referred to as the Office of Special Education even in regard to developments occurring when it was in fact the Bureau of Education for the Handicapped. Since this report was written, the name of the Office of Special Education has again been changed and is now Special Education Programs.

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EXECUTIVE SUMMARY

The greater capacity of our nation's schools to make available a free appropriate public education for all handicapped children since the enactment of Public Law 94-142, the Education for All Handicapped Children Act, is most dramatically evidenced by the 480,000 additional handicapped children receiving special education and related services in 1980 as compared to 1976. Increases in services to handicapped children since 1976 have occurred in every state, with 22 states increasing by 35 percent or more the number of handicapped children they serve.

Matching the impressive growth in overall numbers of handicapped children receiving special services are the equally significant gains made by state and local education agencies in identifying and serving handicapped children who previously were unserved or underserved, along with those with the most severe handicaps, for whom P.L. 94-142 established priority use of federal monies. Though many of these children represent relatively small populations, the barriers states and local communities have had to overcome in order to serve them have been formidable. These barriers have included geographic dispersion, low incidence, lack of comprehensive school screening procedures, lack of alternative school programs, lack of interagency cooperation, insufficient personnel, insufficient resources, and combinations of these problems.

One population that for the most part was unserved before the passage of P.L. 94-142 was preschool handicapped children. Even today, state commitments to providing full services to these children remain highly varied, as evidenced by the number of states with permissive rather than mandatory legislation for serving preschool handicapped children. Nevertheless, overall the nation's schools have increased services to this population by approximately 18 percent from 1976 to 1980. The increase in rural areas as reported in a study of 75 rural education cooperatives and school districts is considerably higher. Today, in contrast to 1975, 63 percent rather than 7 percent of rural school districts are providing special education services for children three and four years of age.

At the time of the enactment of P.L. 94-142, handicapped secondary youth often either were not being identified or were being provided limited instructional opportunities. However, over the last five years, growth in opportunities for this population has been reported in several studies. For example, the study of 75 rural educational cooperatives and school districts found that prior to P.L. 94-142, 23 percent of the districts and cooperatives offered vocational training programs. By 1979-80, the figure had risen to 64 percent. In a 1979-80 survey of approximately 450 class schedules of educable mentally retarded and learning disabled secondary-aged youth in eight school districts it was reported that 80 percent were integrated into regular English classes, 69 percent in regular math classes, 24 percent in vocational classes, and 24 percent in work experience programs. A longitudinal study of 17 school districts in nine states

reported observing a continuous increase in the options available to secondary-aged handicapped youth.

The strides made by the public schools since the enactment of P.L. 94-142 to serve severely handicapped students are impressive. The Association for the Severely Handicapped estimates that 95 to 98 percent of severely handicapped children are now being educated by our nation's schools. Between October 1, 1976, and October 1, 1979, there has been a 61 percent increase in the number of children previously educated in state-operated or state-supported schools who are now being educated by local education agencies. Several studies have described the progress schools are making in developing appropriate programs for serving those severely handicapped children who previously were often either isolated and/or receiving marginal educational opportunities.

Prior to P.L. 94-142 handicapped children were often unserved or underserved as a result of administrative barriers that impeded interagency cooperation. Progress has been made in removing these barriers. For example, state and local capacity to serve incarcerated handicapped youth has significantly increased since the passage of the law. Interagency agreements have been developed in states such as Georgia, North Carolina, and Minnesota to assure appropriate procedures for identifying and assessing potentially handicapped youth in correctional facilities. In Connecticut, Louisiana, and a number of other states, youth correctional facilities have been designated as local education agencies, thereby entitling them to receive state funds for implementing educational programs and requiring them to adhere to state educational standards.

Though our nation's schools have achieved a significant increase in the number of children receiving special education and related services a remaining challenge is to identify and serve those children still either unserved or underserved such as severely emotionally disturbed children, handicapped youth who have dropped out of school, and incarcerated handicapped youth. At the same time, procedures are needed to assure that the many children being identified as learning disabled do in fact require special education. Another challenge is to assure that the state and community in which the family of a handicapped child resides does not affect the availability of appropriate educational services regardless of the category or severity of the handicap or the age of the child.

The Office of Special Education is optimistic that states have developed the capacity to assure the availability of a free appropriate public education and are committed to continuing to improve the quality of these services. This judgment is based on the fact that in most instances states have developed a capacity to provide each handicapped child an individualized education program (IEP) in the least restrictive environment. The monitoring visits of the Office of Special Education coupled with the results of various studies support the fact that IEPs are available for all handicapped students in most districts, that these IEPs contain the mandated elements, and that the required participants are in fact involved in the IEP process. Further, 68 percent of handicapped children receiving special education and related services received a significant part of their education in regular classes, while an additional 26 percent received special education in separate classes but in a regular school building.

Providing related services required under P.L. 94-142 has been a major challenge since the law's implementation, and states continue to report a lack of

sufficient resources to fully meet the related services needs of all handicapped children. However, significant improvement in the capacity of schools to provide these services directly, by contract, or through interagency agreements was reported in three separate studies during the 1979-80 school year. A study of 17 school systems in nine states reported that approximately half of the local education agencies observed had expanded their ability to provide related services from the 1978-79 school year to the 1979-80 school year; a study of 75 rural educational cooperatives and school districts reported a 50 percent increase in the number of districts providing related services from 1975 to 1979-80; and a study of seven school systems in seven different states found that all were providing a greater range of related services than previously.

An important aspect of the increased ability of school systems to provide an appropriate educational program for handicapped children has been the increased availability of trained personnel. For example, between school years 1976-77 and 1978-79, the number of available special education teachers has increased from 179,804 to 203,238. The proportion of personnel who provide related services to handicapped children has undergone a 42 percent increase from school year 1976-77 to school year 1978-79. Though new personnel have been increasing and inservice training intensified, the projected personnel needs of states continue to far exceed the availability of these efforts. A stiff challenge to state and local special education systems is to continue to expand and improve the range of program options available to handicapped children within the growing constraints on available staff and resources.

Another aspect of the increased ability of states to assure the appropriateness of educational programs has been the development and implementation of formalized monitoring and due process procedures at the state and local levels. During the five years since enactment of P.L. 94-142, all states have developed monitoring and complaint management systems and have trained staff members to identify and resolve compliance issues. Due process and other protective safeguard procedures have been developed, disseminated, and adopted. Interagency agreements have been written and adopted, and policy statements have been issued.

The Office of Special Education has responded to the expanded capacity of state and local education agencies to implement the provisions of P.L. 94-142 by adopting some basic administrative modifications. The Office has streamlined its procedures for preparing and reviewing state program plans to reduce the paper burden on state education agencies. Federal monitoring will be made less intrusive in the 1981-82 school year by targeting oversight to areas of specific concern--reviewing only state education agency procedures rather than reviewing both state and local procedures as has previously been done--and permitting states to voluntarily develop needed corrective action plans consistent with their service delivery systems and resource allocation patterns. In addition, the complaint management system has been centralized within the Department of Education to be more directly responsive to the complainant; technical assistance has been more precisely targeted to acute and persistent implementation problems; and policy development has become more formalized to permit greater public participation. Finally, interagency cooperation at the federal level has been broadened to include additional agencies; areas of coordination have been formalized; and agreements are being implemented. The full achievement of P.L. 94-142's goals will be marked by a new balance in the federal, state, and local partnership--with federal policy, administrative procedures, technical assistance,

and use of general discretionary programs targeted and designed to complement the strengthened state and local capacity to provide equal educational opportunities for all handicapped children.

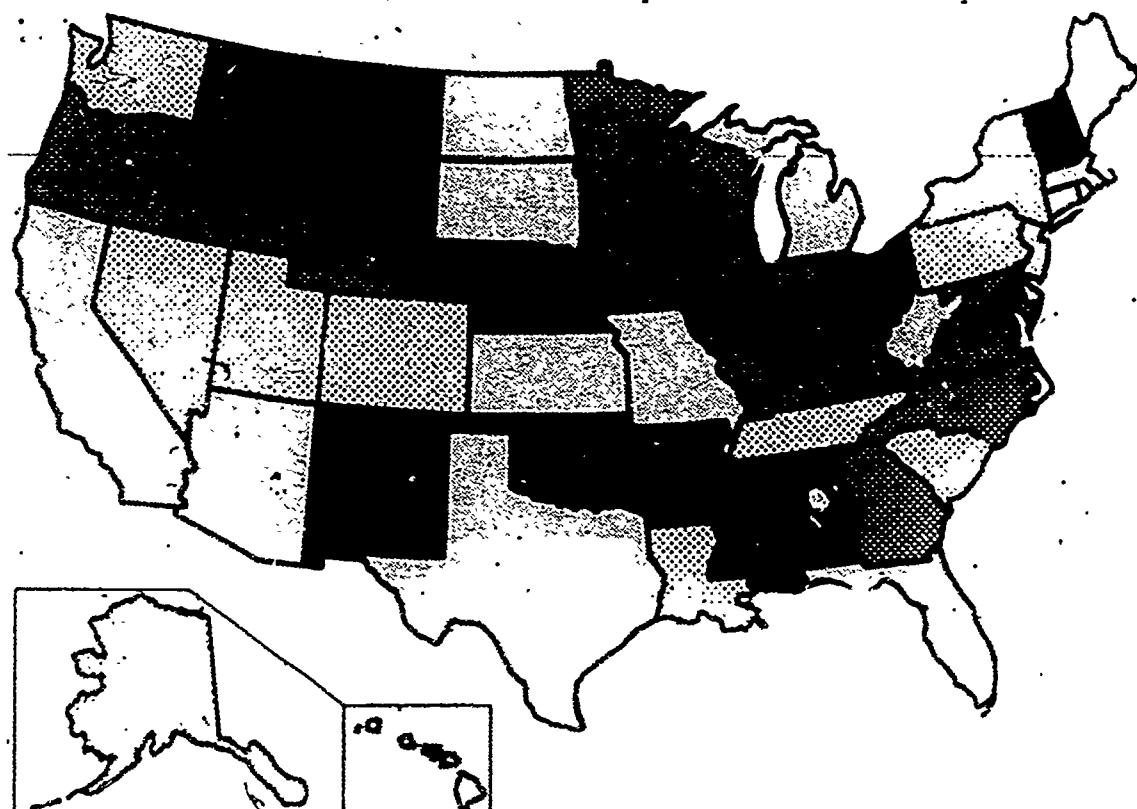
INTRODUCTION

Since the enactment in 1975 of the Education for All Handicapped Children Act (P.L. 94-142), remarkable progress has been made in the provision of special education and related services to this country's handicapped children. During the first five years, particular attention was focused on identifying and serving children who were previously unserved or underserved and on ensuring that state and local education agency personnel, parents of handicapped children, and the general public were provided information about the intent and requirements of P.L. 94-142. They in turn were called upon to provide leadership in assuring that state and local laws, regulations, and policies and procedures were developed and implemented consistent with the law's requirements.

At the heart of the Education for All Handicapped Children Act is the mandate that a "free appropriate public education" be made available to all handicapped children. In fact, however, at the time the law was passed, no one knew just how many such children there were. One of the law's requirements was to obtain a count of the number of children receiving special education and related services in each state. When the very first count was taken during the 1976-77 school year, 3.7 million children were reported as being served either under P.L. 94-142 or under a complementary law, P.L. 89-313, which provides funds for handicapped children in state-operated and state-supported schools. The most recent complete figures are for school year 1979-80, when more than 4.03 million handicapped children were counted. Indications are that the count for school year 1980-81 will be approximately 4.18 million. Thus while school enrollment for nonhandicapped children has declined, the number of handicapped children counted under P.L. 94-142 and P.L. 89-313 has climbed by more than 300,000 from school year 1976-77 to school year 1979-80 (see Appendix 2, Table 1) and will have climbed by almost 500,000 by school year 1980-81. As can be seen in Figure 1, an increase occurred in every state, with 22 states increasing by 35 percent or more the number of handicapped children they served.

Although the overall growth in the number of school-enrolled handicapped children has been fairly steady, trends within the various disability categories have shown little uniformity. The number of children evaluated as having specific learning disabilities, for example, has grown by more than 480,000 from 1976-77 to 1979-80, a 60 percent increase. In contrast, the number of mentally retarded children has declined, with 90,000 fewer children so classified last year than in 1976-77. The category of speech impaired, which for the first three years of the count contained the largest number of children, has shown a decline of more than 113,000 during the last four years, an 8.7 percent drop. The number of seriously emotionally disturbed children has increased slightly (almost 48,000 or 17 percent), but this disability remains the one major category which does not approach the prevalence level most experts had expected (.78 percent actual vs. 2.0 percent predicted). The other handicapping categories have shown declines, but of a lesser magnitude than the changes seen in

Figure 1 Rate of Change in the Percent of Handicapped Children Reported for P.L. 89-313 and P.L. 94-142 from School Year 1976-77 to School Year 1979-80



- 30.00 percent and above (10 States)
- 20.00 to 29.99 percent (13 States)
- 10.00 to 19.99 percent (17 States)
- 10.00 percent and below (10 States)

the above-mentioned categories (see Figure 2). A comprehensive statistical presentation of child counts reported by the states since the enactment of P.L. 94-142 is presented in Appendix 2, Tables 1-7.

Prior to P.L. 94-142's passage, the Congress had suggested that more than half of the handicapped children in the United States did not "receive appropriate educational services which would enable them to have full equality of opportunity." That situation clearly has changed. Even the 4.18 million figure projected for the 1980-81 count is regarded by most experts as conservative because the state reports do not cover the entire school year but only until December for P.L. 94-142 and October for P.L. 89-313. Analysis of data from several state education agencies that keep cumulative counts of children receiving special education and related services for the entire year indicates that in reality between 10 and 25 percent more children actually receive special education than are reported to the federal government. If that inference is correct, the number of handicapped children receiving special education and related services would actually be approximately 4.60 million.

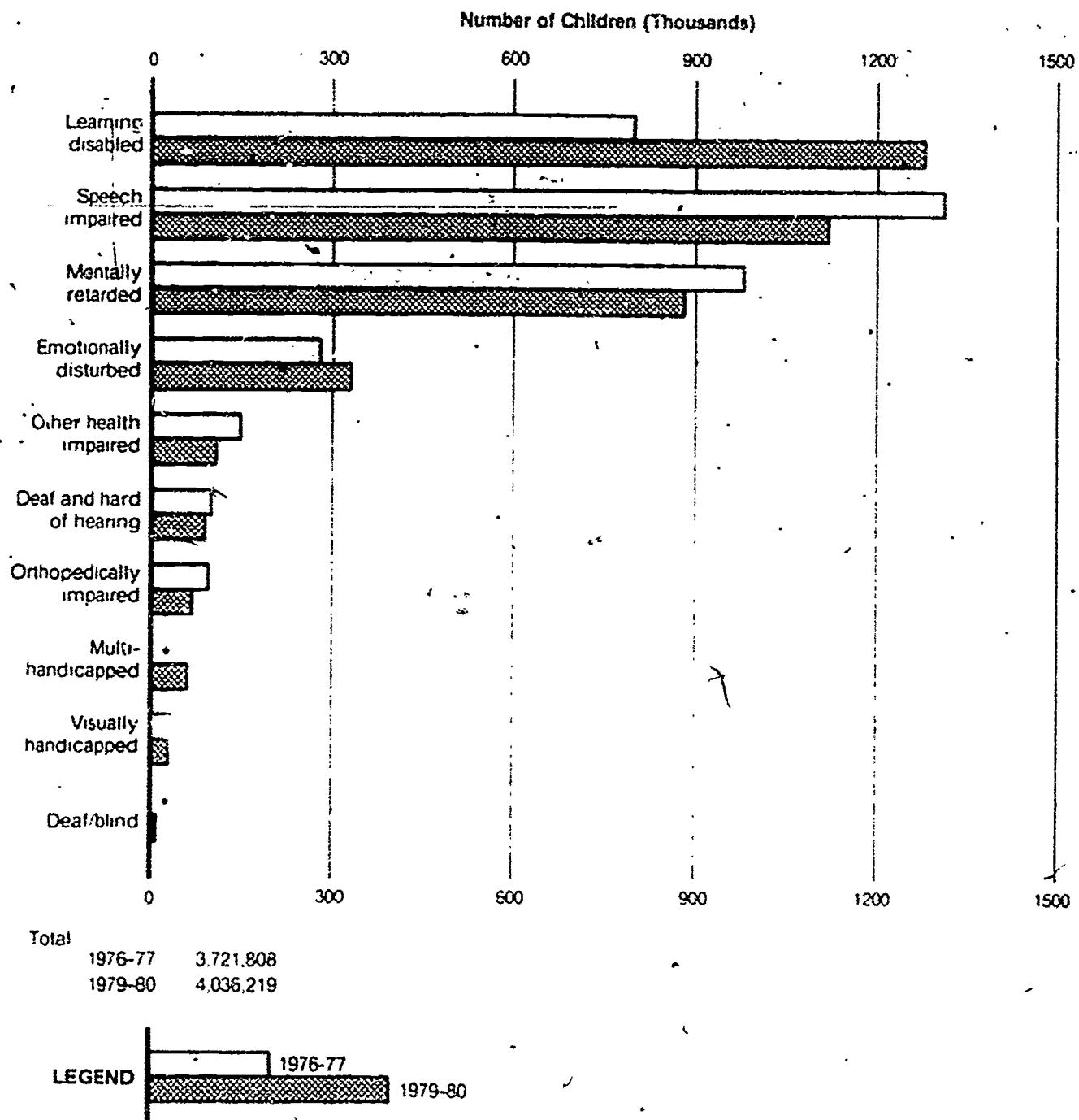
The schools clearly have achieved noteworthy gains in identifying and serving all handicapped children. To provide special education and related services to these children, all of them needing education of a special character, has meanwhile required an intensive effort, to increase the availability of appropriately trained personnel.

This effort has had two principal components--first increasing the number of teachers and other personnel available to serve different groups of handicapped children (see Appendix 2, Tables 8 and 9) and second expanding the number and types of personnel afforded special inservice training. Thus the number of available special education teachers has increased from 179,804 in 1976-77 to 194,802 in 1977-78 and to 203,238 in 1978-79. Since the 1976-77 school year, the number of personnel trained to teach the deaf and hard of hearing and the orthopedically impaired has increased by 7 percent; the visually handicapped, by 22 percent; the speech impaired, by 4 percent; the emotionally disturbed, by 8 percent; and the learning disabled, by 42 percent (see Figure 3).

Meanwhile an even larger increase has taken place in the proportion of personnel who provide related services (see Appendix 2, Table 9). For example, the percentage of speech-language pathologists/audiologists has increased by 49 percent; psychologists/diagnostic staff, 32 percent; vocational education/work-study staff, 57 percent; and physical education personnel, 274 percent (see Figure 4).

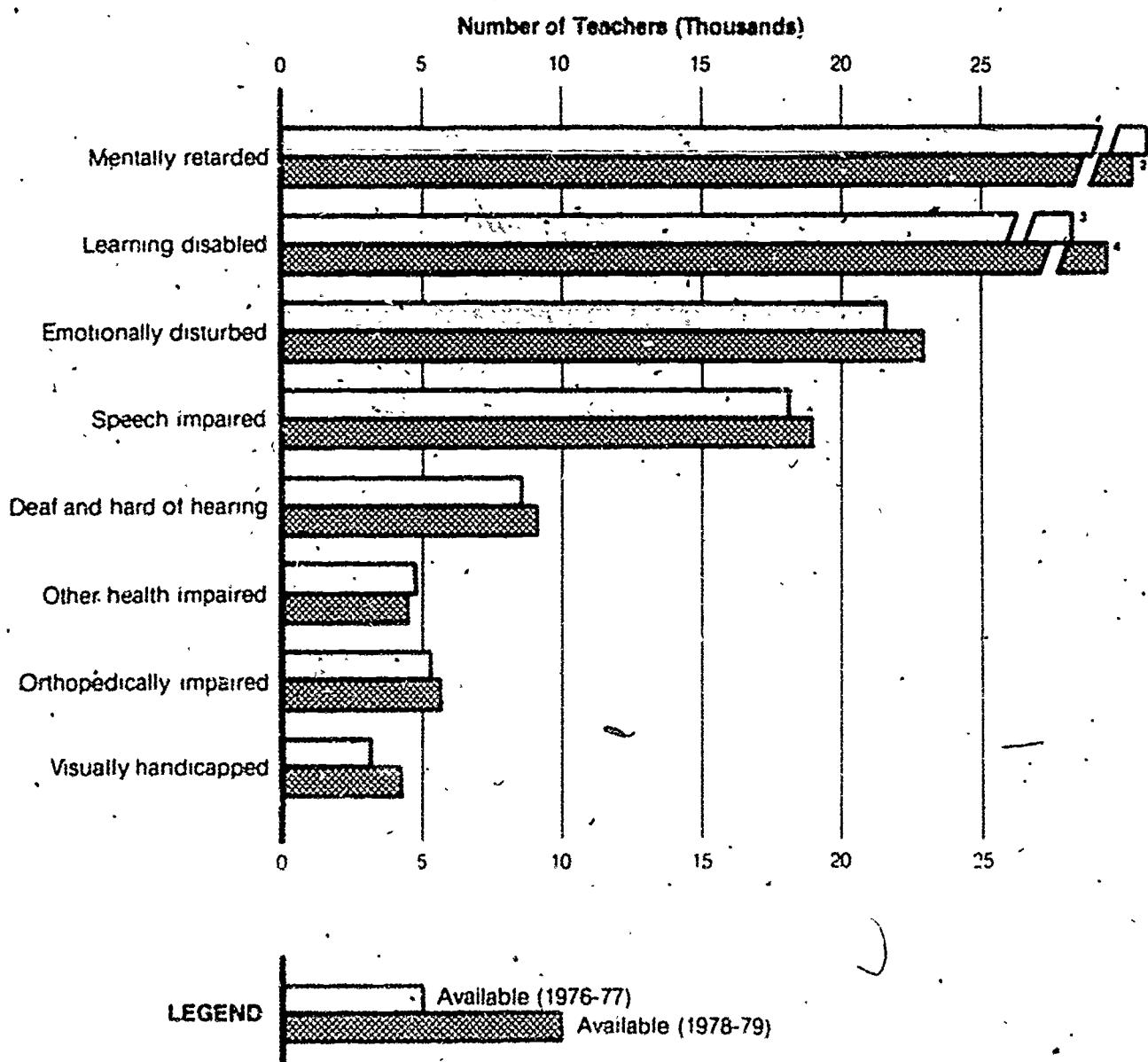
The dramatic size of these increases is attributable in part to the relative sparsity of trained personnel prior to the enactment of P.L. 94-142 but also to the fact that improving the delivery of related services was made a federal priority. The federal emphasis on personnel preparation as a strategy for bolstering related services seems to have been successful, particularly for children who previously had not received such services. Related services such as physical and occupational therapy once provided by other public agencies or by contract with private organizations have become an integral part of many public school educational programs.

**Figure 2 Distribution of Children Ages 3-21 Served by Handicapping Condition,
School Year 1976-77 and School Year 1979-80**



* Not available in 1976

Figure 3 Special Education Teachers Available by Type of Handicapping Condition of Child Served from School Year 1976-77 to School Year 1978-79



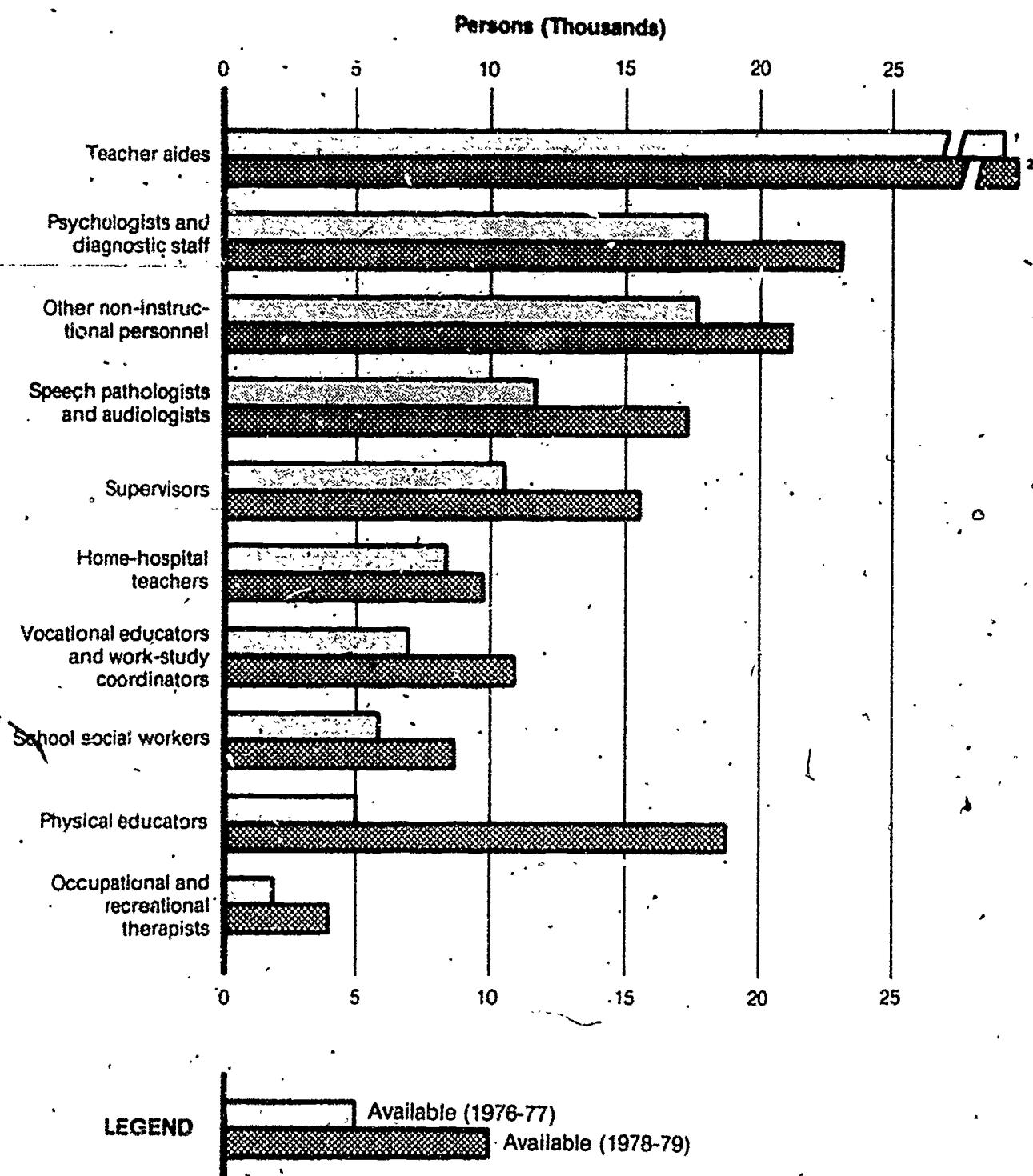
* Actual number of teachers equals 71,681

? Actual number of teachers equals 70,922.

' Actual number of teachers equals 44,003

* Actual number of teachers equals 62,605

Figure 4 School Staff Other than Special Education Teachers Available from School Year 1976-77 to School Year 1978-79



¹Actual number of teacher aides equals 66,876.

²Actual number of teacher aides equals 85,277.

Despite the advances that have been made, the fact remains that many additional personnel are needed if all handicapped children are to receive all of the services they need. At best, schools have been hard pressed to maintain current staffing levels and even then only within certain personnel categories. While the number of teachers has increased, there has been a concomitant growth in the number of students identified as handicapped and needing special help. Thus, the ratio of students to teachers has remained relatively constant during the past three years (19 students to 1 teacher for 1976-77, 1977-78, and 1978-79). Moreover, there are the persisting problems of a comparatively low rate of certification for special education teachers and a high attrition rate among existing personnel.

Based on state projections, additional personnel are needed in virtually every category. Overall, the states reported 260,487 teacher vacancies for the 1980-81 school year. Based on the number of special education degrees being conferred by institutions of higher education however, only about 25,000 new special education teachers become available each year. The situation is similar for related services personnel.

Although achieving the goal of having sufficient personnel available to meet the needs of all handicapped children remains as a continuing challenge for the future, enormous strides have been made by our nation's institutions of higher education and by state and local education agencies to recruit, train, and provide inservice training for administrators, support personnel, and teachers. Without that effort and without the enormous fiscal commitments that state and local governments have made, the revitalizing force being exerted on American education by P.L. 94-142 would not have been possible.

Educating handicapped students is costly. While the percentage of the federal contribution to special education has remained relative stable during the last year or two, a survey of 261 local education agencies (National School Boards Association, 1979) found that from school year 1977-78 to school year 1978-79, average special education budgets rose by between 12.3 percent and 96 percent, depending on the size of the district. In comparison, the overall operating and instructional budgets of these same districts only showed increases ranging from 5.5 percent to 18.0 percent, again depending on the size of the district.

Initial estimates of costs involved in educating handicapped children ranged from two to four times those of educating nonhandicapped children (First Annual Report to Congress on the Implementation of Public Law 94-142; Wilken, 1977). More recent data suggest that the actual costs may be even higher. For example, in a study of school districts in Idaho (Rossmiller, 1979), the weighted average cost of full-time education for handicapped children was found to be nearly five times the cost of educating nonhandicapped children. Specifically, the average cost of providing a nonhandicapped student with educational services was \$970, whereas the average cost for a handicapped child was \$4,682.

The federal contribution to these expenditures has been used in a variety of ways in making P.L. 94-142 a success. For example, Part B state grant funds have been used for child identification activities, statewide workshops, due process hearings, summer programs, training activities, and the funding and expansion of programs. Local education agencies have used their portion of Part B

monies to hire additional personnel, provide increased amounts of related services, expand screening programs, and provide inservice training to both special and regular education personnel.

In sum, P.L. 94-142 is now well launched throughout the nation. And as experience with it grows, the focus seems to be shifting from the development and implementation of policies and procedures to improving the quality of services available to handicapped children. Site visits and a range of studies all confirm that state and local education agencies have developed strong fiscal, administrative, support, and instructional capacities for meeting the needs of all handicapped children.

In response to this enhanced state and local capability, the challenge to the Office of Special Education is to focus technical assistance and monitoring procedures on assuring that the states continue to improve the quality of educational opportunities available to all handicapped children and continue their vigilance in guaranteeing implementation of P.L. 94-142's provisions.

The next section of this report describes the progress state and local education agencies have made in strengthening their capacity to provide all handicapped children a free appropriate public education as well as a discussion of remaining challenges to fully achieving the goals of P.L. 94-142. The final section of the report presents the procedures being used by the Office of Special Education to administer P.L. 94-142 and to assist the states in implementing the law's provisions.

STATE AND LOCAL ACCOMPLISHMENTS AND REMAINING CHALLENGES

This section of the report focuses on the accomplishments state and local education agencies have achieved in developing the capacity to assure that all handicapped children are provided a free appropriate public education. In addition, it examines the challenges that remain for fully attaining P.L. 94-142's goals. The section is organized under the following major provisions of the act:

1. Right to an Education
2. Child Identification, Location, and Evaluation
3. Individualized Education Programs
4. Least Restrictive Environment
5. Procedural Safeguards
6. Protection in Evaluation Procedures
7. Private Schools
8. Comprehensive System of Personnel Development
9. State Education Agency Responsibility for All Programs
10. State Education Agency Monitoring

The 1979-1980 school year marked a significant transition point in the implementation of P.L. 94-142. It was the year in which the states were required to meet all of the provisions of the law, including assuring that a free appropriate public education is provided to handicapped youth ages 18 through 21. Of even greater significance were the findings of Office of Special Education monitoring visits, which indicated that most states had substantially attained procedural compliance with P.L. 94-142. The implementation problems found by the Office of Special Education were usually a result of particular conditions in a local area. Where practices or procedures were found that did not fully meet the requirements of the law, the Office of Special Education has asked for certain corrective actions to remedy the situation. Depending on the nature of the particular practice or procedure, the Office has required the state education agency to perform some or all of the following:

1. Reiterate the federal and state requirements covering the area in question to all of its local education agencies having responsibility for educating handicapped children, and demonstrate that it has done so.

2. Document that any amendments needed so that state regulations are consistent with the state program plan and federal law have been made;
3. Document the corrective actions it has taken in sites where problems were found;
4. Demonstrate that its monitoring procedures adequately address the requirements in question; and
5. Provide all documentation of corrective actions within a specified timeline.

For the sake of brevity, when an implementation problem is discussed in this report, the citation of specific corrective actions may be omitted, with the understanding that the above outlined procedure was followed in each instance.

It should be noted that in instances where a problem is considered to be persistent and severe, the Office of Special Education offers to provide technical assistance in order to facilitate full implementation.

1. Right to an Education

Public Law 94-142 (Section 612 (2)(A)(B)) and its accompanying regulations (Section 300.300) require that each state and local education agency receiving funds under the law provide a free appropriate public education to all handicapped children ages 3 through 21, with the exception that for children 3 through 5 and 18 through 21, the requirement does not apply if it is inconsistent with state law or practice or the order of any court. A free appropriate public education is defined as special education and related services designed to meet the unique needs of an individual handicapped student which is provided at public expense under the supervision of the public education agency. The law requires that priority in the use of federal money be given to serving those children who have not previously been served and those who have the most severe handicaps.

The Semiannual Update on the Implementation of Public Law 94-142 (Office of Education, 1979) reported that since the enactment of P.L. 94-142 every state had either enacted legislation or developed new administrative rules to assure that all handicapped children within the state had a right to a free appropriate public education. The report added that the comprehensiveness of services provided to handicapped children had dramatically improved. State and local education agencies had developed interagency agreements with other state agencies serving handicapped children; were providing such related services as transportation and physical and occupational therapy, which before the passage of P.L. 94-142 had often been unavailable altogether or available only if the family paid for them; and were providing increased services to preschool children, to severely handicapped children, and to youth in correctional facilities.

The Semiannual Update also cited challenges remaining in fully implementing the Right to Education provisions of the law. It reported that in many states the Office of Special Education monitoring teams and the HEW Inspector General found children unserved or underserved, often because of a lack of resources and tightening budgets. The Semiannual Update identified preschool children and 18 through 21 year olds as populations particularly in need of additional services. Similarly, the Second Annual Report to Congress (1980) described the need to provide more services for handicapped children in these age groups and to provide programs that encourage secondary handicapped students to remain in school. In addition, the Second Annual Report stated that there may be children who need related services but are not receiving them.

Moving forward from these findings, the following sections examine the progress state and local education agencies have made and the challenges remaining in providing all handicapped children a free appropriate public education. Preschool programs, secondary and vocational programs, programs for severely handicapped children, programs for youth in correctional facilities, and related services were selected for discussion because handicapped children who had generally been unserved or underserved prior to the passage of P. L. 94-142 are being

served in these programs and these are the children who, according to the law, should be given priority when state and local education agencies spend P.L. 94-142 monies.

PRESCHOOL PROGRAMS

With the passage of Public Law 94-142, Congress required the states to provide services to handicapped children ages three through five unless the requirement was "inconsistent with State law or practice, or the order of any court." Previous reports to Congress have indicated that since the passage of P.L. 94-142, the states have increased the services they provide to preschool handicapped children. The Second Annual Report (1980) stated that 16 states had mandated services for the full three through five age range, with 22 additional states mandating services for children ages four or five. Eighteen other states were reported to have enacted legislation that would permit such services, but not require them. As would be expected, those states with mandated services were reported to be providing services to greater numbers of handicapped children than those without mandated services. A number of studies indicate that services to preschool children have continued to expand. The following sections will describe the accomplishments during the 1979-80 school year and the remaining challenges in providing full services to preschool children.

ACCOMPLISHMENTS

Services

- o Two-thirds of the 22 local education agencies in an SRI (1980) study indicated that they had increased the number of programs and services they provided to preschool children during the 1979-80 school year. The districts reported the following reasons for choosing to expand their preschool programs: they had a strong belief in early detection and prevention; special monies such as preschool incentive grants became available; they were asked to fund existing programs that had previously been sponsored by other groups (e.g., the local association for retarded citizens); there was a highly visible need for services such as in a district with several severely handicapped preschool children.
- o In discussions with personnel in eight school districts in eight states, the National Association of State Directors of Special Education (NASDSE, 1980) found that each of the eight districts had served more preschool children in 1979-80 than in 1976-77. The increases ranged from 20 percent to 120 percent. Five of the districts reported that child find and public awareness activities were the primary reasons for increases in the number of preschool children served. Three districts said that there had been an increase in the number of referrals of moderately to severely handicapped children from other agencies and institutions because of interagency agreements and increased cooperation with the medical profession.
- o In a study of the implementation of P.L. 94-142 in 43 special education cooperatives and 32 school districts in rural areas, the National Rural Research and Personnel Preparation Project (1980) reported that preschool screening

had increased more than any other service. In 1975, 16 percent of the cooperatives and school districts conducted preschool screenings. By school year 1979-80, 79 percent were conducting screenings. The cooperatives and districts in the study also significantly increased the services they provided to preschool children. In 1975, none were providing services for children aged birth to two; by 1979-80, 14 percent were doing so. For children aged three to four, the increase was from 7 percent providing services in 1975 to 63 percent in 1979-80. For children ages five and six, the increase was from 86 percent in 1975 to 100 percent in 1979-80.

- o In discussions with personnel in the state education agencies of six states that had increased the number of preschool children served from school year 1978-79 to 1979-80, NASDSE (1980) found that in five of the six states, programs were provided for birth to two year olds. Services to this age group were mandated in two of the states (a total of five states currently mandate services for handicapped children from birth forward). One of these states said that every local education agency within the state was providing services to this age group. The other said that although services had not been mandated until September 1980, 80 percent of the local education agencies were already providing them. In both, programs were primarily home based. Two other states had special projects for serving children from birth to two. In the fifth, services were provided to children with severe handicaps and with health problems.

Interagency Agreements

- o Each of the eight local school districts in the NASDSE (1980) survey reported that they had developed either formal or informal agreements with such other community agencies as the Department of Public Health, Head Start, and universities. For example, Fort Collins, Colorado, reported that the local education agency has established formal and informal agreements with a number of community agencies to increase the services they provide to preschool children and their families. Community centers provide screening and serve multiply handicapped children in their facilities. Public Health provides nurses and other staff, including nutritionists. They also do home visits. Agreements have been established with the speech and hearing clinic at Colorado State University and with mental health centers. Head Start offers noncategorical programs within the schools, and the schools operate a variety of special education programs that allow most preschool children to receive services in their neighborhood school.

State Technical Assistance and State-Funded Programs

- o Personnel in all six of the state education agencies that NASDSE (1980) talked with reported that they had undertaken public awareness campaigns and had provided assistance to local education agencies in designing and implementing early childhood education programs. For example:
 - The Maryland state education agency has developed and disseminated an administrative guide, a resource guide, and a noncategorical curriculum for preschool children.
 - Virginia funded preschool technical assistance centers with P.L. 94-142 monies. A noncategorical preschool curriculum was disseminated

and teacher training was carried out. The state provided materials and paid a portion of the salaries of teachers who participated in child development training.

- Nebraska supports child development centers for preschool children and their families. These centers grew out of the grass roots support given to centers for mentally retarded children. The state also supports a popular "toy library" program, under which toys and instructional guides for parents and teachers of preschool children have been distributed to libraries throughout the state. The toy library program has served to introduce parents to local early childhood education providers and thus to other services that their children may need.

State Standards

- o In a report based on a study done for the Bush Institute for Child and Family Policy and the Outreach Division of the Frank Porter Graham Child Development Center of the University of North Carolina in Chapel Hill in May of 1980, Trohanis, Woodward, and Behr found that all but nine of 53 jurisdictions (50 states plus the District of Columbia, Puerto Rico, and the Virgin Islands) either had or were developing early childhood special education program guidelines or state rules, regulations, and standards. Thirty-nine jurisdictions had developed state rules, regulations, and standards; 30 had developed guidelines; and 25 had developed both. Many of the states that already had guidelines or standards were revising them; others were developing them for the first time.

Teacher Certification

- o Trohanis, Woodward, and Behr (1980) also reported that the states' commitment to providing certification for early childhood teachers has doubled since 1977. In 1977, Hirshoren and Umasky found that 12 states had certification procedures and five were developing them. Trohanis, Woodward, and Behr reported that by 1980, 16 states had certification procedures, and 20 were in the process of developing them.

REMAINING CHALLENGES

Resources

- o Although services to preschool children are increasing rapidly throughout the nation, the SRI study (1980), the National Rural Research and Personnel Preparation Project (1980), and the NASDSE (1980) study indicate a need for more resources to provide additional services to preschool children. SRI found that the districts in their study did not have sufficient resources to provide both comprehensive preschool services and all of the services needed by other groups of children. Choices had to be made. The National Rural Research and Personnel Preparation Project and the NASDSE report found a need both for more personnel and for more funds. In NASDSE's survey of state-level personnel in six states and local-level personnel in eight states:

- Six of the eight local education agencies cited the need for more funds to provide for the needs of preschool children in their communities. Lack of funds also was cited as a problem in all three states that did not have mandatory preschool legislation. In these states preschool programs are supported primarily with federal funds. One of the states with mandatory legislation also indicated a need for more money, but for related services rather than for basic special education services, as in the states without mandatory legislation.
- Three of the six states indicated a need for additional trained personnel to work with preschool handicapped children, although each had taken initiatives to meet this need. One has used P.L. 94-142 Preschool Incentive Grant funds to develop training packages and technical assistance programs to be delivered across the state in an effort to train early childhood special education personnel. Two others are working with universities in developing programs to train personnel to work with young handicapped children.

The Office of Special Education has several programs which provide funds to assist states in educating handicapped preschool children. Under the Preschool Incentive Grant Program, states that have submitted an approvable application receive funds based on the number of handicapped children aged three through five they serve. Funding for this program increased from \$12.5 million in fiscal year 1978 to \$25 million in fiscal year 1981, enabling payments to the states of \$108 for each preschool handicapped child served. States also receive funding for each child ages 3 through 21 served under the P.L. 94-142 formula grant program and for each child under 21 they serve in state-operated and state-supported institutions receiving P.L. 89-313 formula grants. In addition, the Office of Special Education's Division of Personnel Preparation has allocated \$7,163,000 to provide inservice and preservice training for approximately 27,000 early childhood educators in school year 1979-80. Under the Office's Handicapped Children's Early Education Program (HCEEP), 26 states and territories received State Implementation Grants during 1979-80 to help them plan and coordinate new or expanded services for young handicapped children. The HCEEP program also funds 127 demonstration centers, located in 42 states and territories, which provide services to young handicapped children and demonstrate effective techniques for working with this population. Forty-nine of these projects have been provided additional funds to more actively disseminate information about their activities and to encourage others to replicate their models. Even with this assistance, however, the states generally report difficulty in providing appropriate services for all handicapped preschool children.

Interagency Agreements

- o Children identified as handicapped at the preschool level are usually those with more severe handicaps, who are in need of services from a variety of agencies. Coordination among agencies is thus a crucial issue for them. As discussed in the section on State Education Agency Responsibility for All Programs, both local and state education agencies are making progress in developing interagency agreements. However, in many cases the agreements need to cover a broader range of activities and to be more specific about how they will be implemented. Both the demonstration centers and the State Implementation Grants funded under the Office of Special Education's Handicapped

Children's Early Education Program have an interagency component. Under these programs, interagency agreements are developed and serve as models for others developing agreements.

Birth to Two Year Olds

- o Only five states currently mandate services for children ages birth to two (Iowa, Michigan, Nebraska, South Dakota, and Wyoming). Studies have long shown that early intervention can positively affect handicapped children's development, and during the past three years, the Office of Special Education has had an initiative to stimulate services to this age group. In 1979-80, out of 27 new projects that HCEEP funded, 11 focused on infants from birth to three. Funding was also provided for an additional eight projects which served children from birth to seven years old. In addition, State Implementation Grants provided funds to states to develop comprehensive early childhood education plans to serve young handicapped children, including those from birth.

CONCLUSION

The various studies and site visits make it evident that the local education agencies are identifying and serving preschool handicapped children. In many states, the growth in services to this previously underserved population has been a direct result of the fiscal assistance provided under P.L. 94-142. Given the severe economic pressures that schools face, the challenge to state and local education agencies is to continue to find the resources necessary to maintain and expand services to this priority group of children.

SECONDARY AND VOCATIONAL PROGRAMS

Among the groups that have significantly benefitted from the implementation of P.L. 94-142 are secondary handicapped students and young adults aged 18 through 21. Several studies have shown that following the implementation of P.L. 94-142, secondary students received more extensive services than ever before. As of September 1980, the law required the states to serve handicapped youth aged 18 through 21 unless--as with preschool children--the requirement was "inconsistent with State law or practice, or the order of any court." Currently all but five states have mandated or permissive legislation for serving handicapped students through age 21 or graduation. Each year since the implementation of the law, the number of states serving these youth has increased.

The Second Annual Report to Congress noted that during the 1979-80 school year, 124,500 handicapped students aged 18 through 21 received special education services--a 21.9 percent increase over the previous school year. However, even with this increase, comparatively few 18 through 21 year olds were being served (only about 3 percent of the total handicapped population). The report also

noted that high school curricula for secondary handicapped children needed improvement in areas involving vocational skills training, independent living skills, and academic skills.

The following sections update the status of secondary and vocational programs for older handicapped students with particular emphasis on the accomplishments that have taken place and the challenges that remain.

ACCOMPLISHMENTS

Identification

- A survey of nine state education agencies, six local education agencies, and two intermediate/cooperative education districts conducted by NASDSE (1980) identified efforts undertaken by these agencies to locate and serve mildly handicapped secondary students currently in school and dropouts who might qualify for special education services. For example, Massachusetts funded several local projects to inform older students and their parents of available programs; some states developed guides for school districts to assist in conducting screenings of older handicapped students; and in an effort to find students no longer in school who might be eligible for services, a local education agency in Rhode Island assigned a person to contact courts, probation officers, and job programs and also advertised available programs in newspapers and on bulletin boards.
- The National Rural Research and Personnel Preparation Project (1980) found evidence of major changes in the number of school districts identifying and serving secondary handicapped students between the passage of P.L. 94-142 and the 1979-80 school year. In the 32 school districts and 43 cooperatives in the study, the project found that:
 - Before P.L. 94-142, only 85 percent of the districts surveyed had served 15- and 16-year-old handicapped students, whereas in 1979-80, the figure was 100 percent.
 - Before P.L. 94-142, 69 percent of the districts served 17- and 18-year old handicapped students. In 1979-80, 72 percent of the districts served this age group.
 - Before P.L. 94-142, 16 percent of the school districts served handicapped students 21 years of age. By school year 1979-80, this figure had increased to 68 percent.

Placement and Programming

- Six of nine local education agencies surveyed by NASDSE (1980) said that they had implemented alternative high school programs for their secondary handicapped students. These programs were found to vary in their location, the time of day classes were offered, the composition of the students in the classes, and the instruction itself. Two school districts in Utah, for example, offered individualized evening classes to older handicapped students.

An Oregon local education agency implemented an academic/vocational program for learning disabled teenagers that reduced the dropout rate from 50 percent to 5 percent in the two years since it went into effect.

- o The SRI (1980) study of 22 local education agencies in nine states found a wide range of program and placement options available for secondary handicapped students. These included regular education programs, resource room programs, self-contained programs, regular vocational education programs, and work-study programs. However, this range of placements was seldom found in any single district.
- o In a review of class schedules of secondary handicapped students in eight school districts conducted by Applied Management Sciences (1980), almost half (46 percent) of the 456 schedules indicated that academic coursework was obtained in an integrated setting. While many of the students were enrolled in only one or two academic courses in regular classrooms, a number of students were enrolled in four or more. There was an even greater degree of integration in nonacademic classes, with 72 percent of the class schedules showing that handicapped students were taking nonacademic courses in regular classrooms.

Instruction

- o The Applied Management Sciences (1980) study of class schedules also discovered that the type of courses the secondary handicapped students were enrolled in were similar to courses for nonhandicapped students. Most special education students were in integrated settings for English classes (80 percent), and many were in integrated settings for math classes (69 percent). To a lesser degree, secondary handicapped students were enrolled with their handicapped peers in social studies (51 percent) and science classes (41 percent).
- o The Applied Management Sciences study of class schedules found that 24 percent of secondary handicapped students were involved in vocational classes and the same percentage in work experience programs.
- o The number of rural districts that offer vocational training programs to secondary handicapped students was found to have more than doubled since the implementation of P.L. 94-142. The National Rural Research and Personnel Preparation Project (1980) found that prior to P.L. 94-142, 23 percent of the 75 districts and cooperatives in their study offered vocational training programs. By 1979-80, the figure had risen to 64 percent.

Personnel Preparation

- o The SRI (1980) study of 22 school districts found several local education agencies engaging in novel practices to assist both teachers and students. These ranged from special education teachers working as consultants to other teachers, to tutor-counselors coordinating the efforts of regular and special education teachers and advising, counseling, and tutoring special education students.

REMAINING CHALLENGES

Identification

- o While some secondary schools routinely review students' grades, standardized test results, and minimum competency test scores to locate students who might be eligible for special education programs and services, most school systems apparently do not systematically screen for students requiring special education at the secondary level. This may be due to an assumption that all handicapped students are identified by the time they have reached the secondary level. The Office of Special Education is planning to develop multi-media information and training packages to assist state and local education agencies in improving procedures for identifying and evaluating potentially handicapped secondary-aged youth.
- o The Abt (1980) study of teenage handicapped students and their parents found that only a few mildly handicapped students were identified at the high school level. In those cases where an identification was made, it occurred as a result of the persistent efforts of the parents. Parent and student awareness programs in many local education agencies are now being directed towards this problem.

Placement and Programming

- o Because of limited resources, many of the 22 school districts in the SRI longitudinal study found they could not extend new services to preschool children and secondary students simultaneously. Emphasis was characteristically given to identifying and serving younger handicapped students, and as a result, not only were some secondary handicapped students less likely to be identified but also fewer programs existed to serve them. School districts are now in the process of expanding secondary programs for handicapped children. (See the Least Restrictive Environment section for further discussion of placement options for secondary school students.)
- o A special concern noted by representatives of rural school districts was a lack of appropriate vocational and career education programs (National Rural Research and Personnel Preparation Project, 1980). In many cases, it was felt that this lack arose from an overemphasis on scheduling and course content. School district personnel noted that the types of courses a student enrolled in and the amount of time allotted for each course were similar for handicapped and nonhandicapped students. Yet, the needs of the handicapped student often required different content from that of the nonhandicapped student and a greater investment of time. A task force of rural school districts is currently identifying resource materials and successful vocational education programs to be used as examples.

Instruction

- o A NASDSE (1980) survey of state education agency administrators found that the greater expense associated with serving older handicapped students in vocational training programs strained special education budgets and made local program development difficult. Contributing to these higher costs was the

need for special equipment and for additional personnel to reduce pupil-teacher ratios. Currently, some of these costs are being reduced through the use of agreements with community agencies that work in conjunction with school districts to provide vocational training to handicapped students.

Personnel Preparation

- o In surveying state education agency administrators, NASDSE (1980) found a shortage of instructional personnel trained to work specifically with older handicapped students. Of particular need are personnel trained in both special education and vocational education. The study found that in some cases sufficient personnel are not available to permit the development of academic, vocational, and life skills programs. The Office of Special Education currently funds 40 preservice projects that are training 1,425 vocational education teachers to work with handicapped youth. These projects cost \$1.53 million. In addition, another 37 projects costing \$652,000 are providing inservice training concerning the needs of handicapped youth to 1,662 vocational education teachers.
- o One of the greatest concerns facing rural school districts in implementing P.L. 94-142 has been the difficulty in recruiting and retaining qualified staff (National Rural Research and Personnel Preparation Project, 1980). Noting that it was difficult to hire staff in remote areas and that members of the itinerant staff frequently were responsible for serving areas that were impractically large, many administrators favored training paraprofessionals, community volunteers, and others to function as teachers and therapists under the supervision of certified professionals.

CONCLUSION

It is evident that our nation's schools have made significant progress towards improving services to secondary handicapped students, a population that was previously unserved or underserved. Nonetheless there remains the challenge of assuring that sufficient programs are available to meet the needs of every secondary-aged handicapped youth who could benefit from them. Attaining this goal would appear to be directly linked to the ability of state and local education agencies to creatively capitalize on all available public, private, and voluntary resources.

PROGRAMS FOR SEVERELY HANDICAPPED STUDENTS

Prior to the passage of Public Law 94-142 in late 1975, many severely handicapped students in the United States were denied the right to educational services within their local school districts (Sontag, 1976). The state or local policies which upheld this practice typically denied public education to children who were nonverbal or nonambulatory or who failed to exhibit basic self-care skills,

such as toileting and feeding-skills. Lacking experience with this low-incidence population, some public school administrators questioned their ability to learn and thus to benefit from an educational opportunity (Sontag, 1976).

Only a limited number of colleges and universities in 1975 offered teacher preparation programs for teachers of the severely handicapped. Thus, as severely handicapped students began to enter public school programs, educators found themselves largely unprepared to design and deliver effective and appropriate instructional programs for this group of children. Moreover the law required that various related services be integrated into the instructional program for severely handicapped students. Educators' familiarity with these services was limited and their experience in coordinating the provision of these services in the educational setting was even more limited.

Furthermore, the initial (and in some cases, the continuing) response to the mandate to educate severely handicapped students was to continue their segregation. As was reported in Brown et al. (1979, p. 6), the predominant educational settings for severely handicapped children and youth today "are the isolated and segregated educational programs offered in self-contained schools or in schools located at or operated by institutions."

During the relatively brief period of time from the passage of P.L. 94-142 to the present, a number of significant changes have occurred for school-aged severely handicapped students. The following sections will describe some of these changes and will identify remaining challenges to be addressed in the coming years for this low-incidence, high priority population.

ACCOMPLISHMENTS

Services

- o As a result of the mandate that all handicapped children have a right to a free and appropriate public education, the number and quality of public school programs for the severely handicapped has increased dramatically. The Association for the Severely Handicapped estimates that as many as 95 to 98 percent of this country's severely handicapped students are currently served in public schools. Fifteen percent of the severely handicapped students are served in classrooms in regular education buildings beside classrooms for their nonhandicapped and less severely handicapped peers. This percentage is increasing each year as the success of this practice is shared throughout the educational community.
- o The policy of deinstitutionalization--that is, the return of handicapped students from institutional settings to schools in their home community, which began in the early sixties--is rapidly and aggressively being implemented throughout the country. Vermont, Colorado, and Arizona are just three of many states that have declared sweeping statewide policies of deinstitutionalization and have set clear timelines for their implementation. As local educators gain experience in educating severely handicapped students in their home schools, more students are returned from institutions and fewer decisions are made to segregate severely handicapped students from their nonhandicapped peers.

- o A study conducted by JWK International (1979) examined eight school systems across the country (including those in Urbana, Illinois; Salt Lake City, Utah; Tacoma, Washington; and Madison, Wisconsin) that had reviewed the needs of their segregated severely handicapped students and determined that these needs could more appropriately be met in a less restrictive setting. The school systems developed detailed transition plans which sought to prepare the students, their teachers, and their parents for the move to a regular education building. In addition, considerable attention was directed to preparing the regular education students, the faculty, and the community for closing the segregated facilities where the students had been educated and for including the students in the less restrictive setting. Task forces were formed. Parents, community members, and students were involved in the planning efforts. Program visits were arranged prior to the move; individual conferences were conducted with parents and with teachers; and staff development sessions were specifically designed to acquaint the faculty of the regular education buildings with the pedagogic and legal basis for moving severely handicapped students into their building. Each of the school systems studied reported satisfaction with their decisions to place severely handicapped students in less restrictive environments and with the positive way in which these students were assimilated into the life of the school.
- o School personnel are developing increasing sophistication in providing related services (speech/language therapy, physical therapy, occupational therapy) to the severely handicapped. In the early months and years of P.L. 94-142, the provision of related services posed a new challenge for public school officials, who typically were unfamiliar with these services and their importance to the education of the majority of severely handicapped students. It was not uncommon to find these services delivered to the child in a "clinical" rather than an educational manner, with the child leaving the classroom to enter a special room to receive the required related service(s). There was little or no coordination between these services and the rest of the child's educational program. But today many public schools have made important departures from traditional educational programs in order to be more responsive to the "total child" and to the challenge of providing an effective program for the severely handicapped student. For example, in the Urbana Public Schools, the classroom teacher is responsible for coordinating all instructional and related services programming for each child (JWK, 1980). Therapy services are integrated into ongoing classroom activities and related services personnel act primarily as consultants to the classroom staff. This instructional delivery model facilitates coordination and interaction between the teachers and related services specialists, providing both with a better understanding of each child's total program and providing more frequent and consistent services to each child.

Knowledge and Technology

- o As public school personnel have responded to their responsibility to provide free and appropriate educational services to severely handicapped students, the field has experienced a dramatic increase in knowledge about these children's needs and about the technological advances that are available to address them. For example, "communication boards" have been created for students who are unable to communicate verbally, and molded body chairs have been designed for children who are unable to sit unaided in postures conducive to learning. The professional literature abounds with new techniques and

materials for effecting learning and growth, addressing subjects ranging from basic task analysis skills to complex strategies for initiating and developing communication skills in severely handicapped students (Fredericks et al., 1980; Sailor, Wilcox, & Brown, 1980; York & Edgar, 1980).

Teacher Training Programs

- o A study of special education programming for severely and profoundly handicapped students conducted by NASDSE in the summer of 1978 revealed that 22 states (of the 43 reporting) offered Bachelor's level certification programs for teachers of the severely handicapped at one or more colleges or universities. Twenty-six states reported offering a Master's level certification program and 14 reported offering doctoral degree programs. Today, virtually all states have preservice training programs for teachers of the severely handicapped, thus providing a solid foundation for successfully serving this population--well-trained instructional personnel. The number of doctoral programs in the country which offer degrees in the education of the severely handicapped are of particular importance for their contribution of teacher trainers and researchers to the field.

Parental Involvement

- o A number of studies cited throughout this report reveal a general trend toward increased parental involvement in the educational endeavor (e.g., Abt, 1980, SRI, 1980). The Association for the Severely Handicapped (TASH) also reports a tremendous increase in parental involvement in educational programs for severely handicapped students. TASH reports that as a result of this increased involvement, parents are able to maintain their severely handicapped child in the home significantly longer, and thus taxpayer costs for maintaining severely handicapped children and adults in alternative living environments are reduced.

Community Involvement

- o Increases in the numbers of severely handicapped students who are being educated in public school settings in their home communities have enabled a far greater proportion of these youngsters to receive vocational training in the community setting. For example, through Project Action, the state of Washington's Tacoma Public School System has established its own sheltered workshop, staffed with two teachers, two aides, and a secretary. This center provides vocational assessment and training and also gives each student the experience of receiving a paycheck as an employee of the district. The staff at the workshop solicits job contracts from private industry while working within the community to determine the market for particular job skills. The staff also works cooperatively with parents and organizations to identify housing, transportation, recreation, and job opportunities for severely handicapped students following their graduation. Whenever possible, these students are encouraged to leave the sheltered workshop setting and to use their vocational skills on an actual job w' th nonhandicapped peers. School officials have reported excellent community acceptance for severely handicapped youngsters and attribute the acceptance in large part to the longevity of their programs. Today, many employers of handicapped students are classmates of handicapped

students in the past--they are comfortable in their interactions with them and have confidence in their capabilities as dependable workers (JWK, 1979).

REMAINING CHALLENGES

Services in Rural Areas

- o The provision of appropriate services to handicapped students in rural or sparsely populated areas of the country has consistently presented a challenge to the rural administrator, the problem being the low incidence of such students. The National Rural Research and Personnel Preparation Project (1980) reported that "programs for moderately and severely handicapped children were not commonly found in rural schools." The traditional pattern had been to place such students in state or regional facilities. The JWK (1980) study of administrative strategies that have proven successful in implementing the LRE provisions of P.L. 94-142 suggested that administrators in rural areas seek to identify creative alternatives that rely upon a larger planning base than the local district. Alternatives documented by JWK include a cooperative arrangement between two or more local education agencies and a regional program for severely handicapped students. Both strategies permitted locating the program in regular education buildings. Another alternative being operated by the State of Vermont (and funded by the Office of Special Education's Demonstration Program for Severely Handicapped Children and Youth) involves an interdisciplinary team that travels throughout the state to provide direct related services and instruction to severely handicapped students in their home districts and support and training to their special education teachers. The Office of Special Education is also sponsoring programs in the rural communities of Mt. Shasta, California, and Monmouth, Oregon, to demonstrate ways of serving severely handicapped children who were previously institutionalized.

Vocational Programming

- o A concern echoed by hundreds of teachers and parents is the lack of attention to the vocational needs of severely handicapped students (JWK, 1980). Reasons cited were lack of funding, of competitive opportunities, and of community living facilities. According to Dr. Wes Williams, University of Vermont, perhaps the most viable solution is "an aggressive job developer who can identify and restructure jobs in the business community to meet the particular needs of the severely handicapped student."
- o If vocational programs are to have lasting value, the students should receive a significant part of their learning in noneducational environments. For example, prevocational and vocational skills need to be taught in various on-the-job settings rather than in an isolated classroom on the school campus. In short, vocational and other functional skills should be taught "in the environment(s) in which they are to be performed" (Orelove, 1978, p. 700). "In terms of vocational education, programs should push for the most competitive and realistic job training" (Sontag, 1976, p. 159). It is in accordance with this principle that the Office of Special Education is supporting projects being conducted by the University of Maryland with the Prince George's County

School System and by Virginia Commonwealth University with the Richmond Public Schools towards developing community and social adjustment skills of severely and profoundly handicapped children and youth. The Office is also supporting a demonstration project conducted by the Nassau County, New York, BOCES that trains severely handicapped youth to work in the community, places them in jobs, and monitors their progress. One placement is in a nursing home in Westbury, Long Island.

Early and Appropriate Intervention

- Data now exist to suggest that many characteristics associated with severely handicapped children (such as self-stimulation, self-injurious behavior, and poor muscle development) need not develop if the child is placed in a growth-producing environment at a very early age (Bricker & Dow, 1980). Thus Office of Special Education plans call for the support of 30 early childhood projects totaling over \$3 million to demonstrate, successful methods of beginning to work with severely and profoundly handicapped children when they are very young, to encourage replication of these demonstration projects, and to assist states in their efforts to plan more effective programs for severely and profoundly handicapped children.

Inservice Training

- Teachers of the severely handicapped in the public schools often report that the staff development offerings do not directly address their training needs. JWK (1980) reported that the districts in their study had neither established the relevance and importance of current staff development topics nor constructed a needs assessment instrument which would accurately identify teacher needs and interests. Furthermore, the study found that models for reinforcing effective skills and positive attitudes, and for introducing new skills and approaches, seemed to be lacking in most instances. The Office of Special Education is attempting to assist the states in meeting their training needs through its personnel preparation grants and is currently supporting 106 projects at a cost of some \$2,754,000 to provide inservice training to over 7,000 teachers of the severely handicapped.

Instructional Leadership

- Principals generally assume the role of instructional leader for regular education teachers and for teachers of mildly handicapped students within their buildings yet do not consider themselves to be the instructional leader for teachers of the severely handicapped (JWK, 1980). They cite two reasons for this: (a) lack of time due to increasing administrative responsibilities and (b) lack of confidence and expertise in addressing the instructional programming requirements involved. A common solution to this dilemma is for administrators to assign specially trained personnel to provide support and encouragement, provide advice regarding specific instructional techniques and ways to adapt materials and equipment to meet the unique needs of each student, and provide nonjudgmental counseling. Another crucial problem for administrators is the high rate of burnout that commonly occurs with teachers of severely and profoundly handicapped children. Some administrators feel the answer may lie in reassigning such teachers to other, less physically and emotionally demanding programs every three to five years. These and other related issues are

being studied at projects supported by the Office of Special Education--such as those at Northern Illinois University and the University of Wisconsin that are identifying strategies by which local education agencies can develop the kind of administrative leadership needed to successfully serve severely and profoundly handicapped children.

CONCLUSION

A review of what the public schools have accomplished in educating severely handicapped children in public school settings indicates that P.L. 94-142 has had an especially positive impact on this population. It also demonstrates the impressive contribution of those teachers and administrators who work with these students. The picture appears very different for these students today than it did only a few short years ago when most were denied access to the public schools.

PROGRAMS FOR YOUTH IN CORRECTIONAL FACILITIES

The education of youth in correctional facilities has traditionally been ignored by society. Since the passage of P.L. 94-142, however, some states have made beginning efforts to end this neglect. As was indicated in the 1979 Semiannual Update on the Implementation of Public Law 94-142, for example, Wisconsin and Louisiana have been leaders in this movement. The sections that follow discuss the activities that took place the 1979-80 school year to serve this this population and some of the challenges still lying ahead.

ACCOMPLISHMENTS

Services

- o In Connecticut and a number of other states, youth correctional facilities have been designated as local education agencies, thereby entitling them to receive state funds for implementing educational programs and making them responsible for meeting the local education agency standards. Youth in Connecticut correctional facilities receive special education, vocational training, treatment for drug addiction, rehabilitation, and psychological counseling (Hagerty & Israelski, 1981).
- o The Massachusetts Department of Education has created a Special Education Coordinator Project that provides transitional guidance and counsel to handicapped students leaving a correctional facility and needing community services (Smith & Hockenberry, 1980).

- o The North Carolina Division of Youth Services is writing individualized education programs for all youth in correctional facilities, whether they are handicapped or not (NASDSE, 1980).

Interagency Agreements

- o NASDSE (1980) reported that the Minnesota State Department of Corrections and the State Department of Education have an interagency agreement under which correctional facilities will ensure that potentially handicapped school-age youth are identified and assessed in the correctional setting, and the Department of Education will provide needed technical assistance (e.g., on conducting child assessments, notifying parents, and developing IEPs).
- o As described in the Child Identification, Location, and Evaluation section, both Georgia and North Carolina have developed interagency agreements for identifying, evaluating, and serving handicapped children in correctional facilities (NASDSE, 1980). In addition, North Carolina's Division of Youth Services and Division of Exceptional Children have developed an agreement that provides for the transfer of records between Pupil Personnel Services of the Division of Exceptional Children and the Administrative Office of the Courts. North Carolina has also hired 12 new teachers to serve youth in correctional facilities and has plans to provide inservice training covering the identification and evaluation of such handicapped youth.

State Education Agency Monitoring

- o In their survey of services provided to handicapped youth in correctional facilities in 11 states, NASDSE (1980) noted that many states have established procedures for increasing their ability to monitor educational programs in correctional facilities.
 - In Idaho, the State Department of Education has entered into an agreement with the State Department of Health and Welfare, under which Health and Welfare agreed to provide information concerning the number of handicapped youth in correctional facilities and the types of services they need, while Education agreed to increase its monitoring of the facilities and to support the necessary funding requests.
 - The Illinois public school system is presently field testing a new self-monitoring system, which will be used in correctional as well as other settings.

REMAINING CHALLENGES

Procedural Compliance

- o The due process and least restrictive environment provisions of P. L. 94-142 are by their nature difficult to implement in a correctional setting.
 - One problem with implementing the due process provisions is that few parents of youth in correctional facilities are willing or able to

serve as their child's advocate. In Connecticut only 2 out of 650 parents contacted to obtain parental consent for special education planning and programming became involved in the IEP process (Hagerty & Israelski, 1981). In what appears to be a useful alternative, Connecticut, Louisiana, North Carolina, Vermont, and other states are developing models under which surrogate parents are recruited and trained to participate in the special education planning process for youth in correctional facilities (Smith & Hockenberry, 1981).

- The need for security in correctional facilities almost automatically negates the least restrictive environment provisions of the law. However, Hagerty and Israelski (1981) maintain that accommodations can usually be made, depending upon the amount of security needed in each case. Some youth may even be able to receive a portion of their education in a nearby local education agency.

To assist the states in assuring that the rights of handicapped youth in correctional facilities are protected, the Office of Special Education has contracted with M.H. Gerry and Associates to develop guidelines for states to use in monitoring correctional facilities.

Identification

- o Hagerty and Israelski (1981) discuss the following problems in identifying handicapped youth in correctional facilities. Because of the distressed state of the youth at the time of assessment, accurate testing is difficult if not impossible. In addition, standardized tests are often ineffective for these youth. Hagerty and Israelski report that few youths in correctional facilities have been assessed by the local education agency prior to their sentencing, in large part because they have been persistently truant from school, the average inmate having spent only 20 days in school in the three years prior to incarceration. Even when the local education agency has managed to arrange an assessment, organizational arrangements have rarely been made by which this information is relayed to the correctional facility. Many observers suggest that the most practical approach to the problem is to identify and effectively educate troubled handicapped youth as a preventive rather than a corrective measure.

Services

- o The percentage of youth with handicapping conditions is much higher in correctional facilities than the 10 to 12 percent estimated for the general school-aged population. Hagerty and Israelski (1981) report the following: (a) A national survey by Morgan (1978) found that 42.4 percent of juveniles in correctional facilities were handicapped. (b) In Connecticut, 75 percent of the youth in correctional facilities were diagnosed as needing special education. (c) Santamour (1978) found that there were three times as many retarded persons in U. S. prisons as in the population as a whole, and Keilitz (1979) reported that there were twice as many youth ages 12 through 15 with learning disabilities in correctional facilities as in the general population. Providing appropriate educational services for the large number of handicapped youth in correctional facilities is a major challenge that most states have yet to meet. As a beginning effort toward that end, the Office of Special

Education is currently funding a demonstration program with the University of West Virginia to provide vocational services to incarcerated youth at the Kennedy Center Federal Corrections Institution in Morgantown, West Virginia. These results are being disseminated to other detention and correctional facilities.

Resources

- o Hagerty and Israelski (1981) found that the chief problems in serving handicapped youth in correctional facilities are a shortage of personnel and a shortage of funds.
 - Very few correctional facility personnel have been trained to work with handicapped youth. Based on national figures, there is less than one-half of a certified special educator for each juvenile or adult correctional facility. However, Smith and Hockenberry (1980) report that such states as North Carolina and Massachusetts have begun inservice training programs to close this gap.
 - According to Hagerty and Israelski (1981), as little as 5 percent of correctional facility budgets are spent on providing educational services of any type. Educational administrators, they say, need "to be made aware of formula and discretionary funding programs available at the federal and state levels (e.g., Part B dollars from P. L. 94-142, Part D federal training funds, discretionary funds for research and program development, the 10% set aside funds under the Vocational Education Act)."

Interagency Agreements

- o There is a general agreement that interagency agreements are particularly important in providing services to youth in correctional facilities. Hagerty and Israelski (1981) point out that the remaining challenge is to increase the active involvement of such human services agencies as Mental Health, Rehabilitation, State Vocational Agencies, and the State Education Department.

CONCLUSION

Several studies point to a pressing need for services to handicapped youth in correctional facilities. Some states have recognized the needs of this population and are moving towards providing them with needed services, but this movement is in its initial stages and the funds involved are limited.

RELATED SERVICES

Related services are defined in P.L. 94-142 (Section 602(17)) as "transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in school, and parent counseling and training." In the Second Annual Report to Congress (1980) it was reported that related services were included in about 13 percent of the individualized education programs (IEPs) examined by Research Triangle Institute (1980) in its study of the implementation of the IEP requirements of P.L. 94-142. In this study, speech pathology was not included as a related service. The report also cited evidence that fewer related services were provided than were needed. Projections submitted by the states to the Office of Special Education indicated that in 1978-79, providing appropriate special education and related services to all of the nation's handicapped children would require an additional 52,000 support staff members, especially teacher aides, psychologists, and diagnostic staff.

Providing the related services required under P.L. 94-142 has in fact been a major challenge since the first day of the law's implementation, particularly in regard to the previously unserved and underserved populations given priority status. Nonetheless state and local education agencies have in general made significant progress in expanding existing related services or in initiating new services.

ACCOMPLISHMENTS

Services

- o Three separate studies indicate that during the past year, many school districts have increased their ability to provide related services through hiring their own staff, contracting for services, and making interagency agreements. An SRI study reported that approximately half of the sites it examined had expanded their ability to provide related services from the 1978-79 school year to the 1979-80 school year; the National Rural Research and Personnel Preparation Project (1980) reported a 50 percent increase in the number of districts providing related services from 1975 to 1979-80; and NASDSE (1980) found that seven school systems in seven different states were providing a greater range of related services than previously.

School Health

- o The National Rural Research and Personnel Preparation Project (1980) report showed a substantial increase in the health services provided by its local districts and cooperatives since the passage of P.L. 94-142. Before the law was passed, 19 percent of the 32 districts and 43 cooperatives surveyed provided no health services at all. In 1979-80, all of the districts and cooperatives provided at least some health services, including diagnostic. The

percentage of districts providing particular services before the passage of P.L. 94-142 and in 1979-80 are given in the following display adapted from page 21 of the report.

<u>Services</u>	<u>Before P.L. 94-142</u>	<u>1979-80</u>
Medical diagnostics	17	48
Physical therapists	11	49
Occupational therapists	5	41
Paraprofessionals	4	21
Referrals to local physicians	29	55

- o An increase in health services was also reported by NASDSE (1980). Of the seven local education agencies in seven states that discussed related services with NASDSE, four had increased the number of school nurses on their staff (two of these having hired school nurses for the first time).

Occupational and Physical Therapy

- o In the seven districts in the NASDSE study, the total number of students receiving occupational and physical therapy increased from 132 to 396, representing a range of growth from 10 students in Kirksville, Missouri, to 83 students in La Grange, Illinois. The increases were found to have resulted from the schools expanding services for severely and profoundly handicapped children, learning disabled children with perceptual and motor difficulties, and young children--groups that prior to P.L. 94-142 were unserved or underserved. Accommodating these new students involved increasing the number of occupational and physical therapists on school staffs. In 1976-77, only one of the seven districts employed occupational and physical therapists; in 1979-80 the figure was six. Similarly, SRI's observations of 17 local school districts found that occupational and physical therapy were far more often being provided by the local education agencies in those districts than in the past.

Counseling, Psychological Services, and Social Work

- o As discussed in the Private Schools section of this report, school districts still place many seriously emotionally disturbed children in private schools but have also begun to provide programs for these children within the public school system. Six of the 17 states in the SRI (1980) study have either added or expanded programs for seriously emotionally disturbed children and a seventh state was planning to add a program in the 1980-81 school year. The National Rural Research and Personnel Preparation Project found that 52 percent of the districts in their study were providing programs for emotionally disturbed children in 1979-80, whereas before the passage of P.L. 94-142, the figure had been only 9 percent.
- o The NASDSE (1980) study of related services in seven local education agencies in seven states found that schools are also providing services for children

with less serious emotional and behavior problems. Psychologists and social workers were reported to have developed behavior management programs, assisted in writing goals and objectives for IEPs, and provided parent counseling and training services in conjunction with special education teachers. For example,

- La Grange, Illinois, employs a behavior management specialist and an aide to work with children who have behavior problems. In one case, the behavior management specialist spent a total of eight hours consulting with a teacher on the behavior problem of a student. The intervention was successful and the student remained in the regular class, avoiding a planned placement in a special residential school. The specialist's intervention cost \$400, whereas one year at the residential school would have cost \$12,000. Not only was a great deal of money saved, but the child was able to learn to function within his own school and community.
- Five of the seven districts in the NASDSE (1980) study reported that they had developed counseling and training programs for parents. For example, Boise, Idaho, provides parent counseling services, parent effectiveness training workshops, and group meetings. Over 200 parents participated in these group meetings in the past year. In addition, weekend parent advocacy programs were offered jointly by the school system and other community agencies. Fort Collins, Colorado, supports a "Parents Encourage Parents" program which has provided regional and state leadership to other parent groups. The Fort Collins school system also supports group counseling led by social workers, along with other parent education and information programs.
- o Many school districts that do not themselves provide help to individual children with emotional problems have entered into agreements with mental health or social service agencies to do so. The National Rural Research and Personnel Preparation Project (1980) reported that the number of districts having developed interagency agreements with mental health and comprehensive care agencies increased from 25 percent before P.L.94-142 to 48 percent in 1979-80, and the number with agreements with social service agencies from 21 percent to 25 percent.

Speech Pathology

- o The districts in the NASDSE (1980) report stated that not only had they increased the number of speech-language pathologists available but also that they had improved the quality of services provided. Across the seven districts, 30 speech-language pathologists had been added from 1976-77 to 1979-80. Changes in services included:
 - A shift from articulation therapy to language development training; and
 - Increased emphasis on programmed instructional procedures to maintain and generalize behavior learned in the therapy setting, including follow-up activities in the classroom and at home.

Transportation

- o In a report entitled Transportation of the Handicapped: A Survey of State Education Agency Transportation Directors published in January 1981, NASDSE notes the following:
 - Thirty-six of the 45 participating state education agencies reported that they had staff members specifically responsible for the transportation of handicapped students; 18 states reported having more than one person with this responsibility.
 - Fifteen states have developed a manual for transportation of handicapped children. Thirty-eight states reported providing inservice training for transporters of the handicapped, and 29 reported providing training for bus aides.
 - Thirty-nine states reported that state education agencies contributed at least 75 percent of the total funds required to transport handicapped students; 19 states reported using P.L. 94-142 monies for this purpose.
- o The following trends in transportation were reported by NASDSE (1981):
 - Increased door-to-door service, especially in rural areas;
 - More school buses with such special equipment as lifts and seat restraints;
 - Increased use of school bus aides and increased training for both aides and drivers; and
 - Greater use of minibuses.

REMAINING CHALLENGES

Procedural Compliance

- o Although most local education agencies across the nation are providing at least some related services for handicapped children, during the Office of Special Education monitoring visits, teams found 68 sites in 14 states that were not in compliance with the related services provisions of the law. In each instance, corrective actions were required.

Resources

- o A consistently cited problem in providing related services was a lack of resources. This problem was noted in the Report by the Education Advocates Coalition on Federal Compliance Activities to Implement the Education for All Handicapped Children Act (1980), a U.S. General Accounting Office Report (1980), an SRI (1980) report, a National Rural Research and Personnel Preparation Project (1980) report, and the NASDSE report on related services. Following are a few examples from the U.S. General Accounting Office report:

- A special education director in a local education agency in California said that providing any of the speech pathology services needed by many mentally retarded students would require a 10 percent increase in the special education budget. Such an increase was not available.
- In New Hampshire, a local education agency special education director estimated that hiring the needed number of occupational therapists, teachers for learning disabled and emotionally disturbed children, and other special education staff would require \$200,000.
- Special education administrators in an Oregon local education agency stated that they needed \$76,000 to hire two speech-language pathologists, a physical therapist, and an adaptive physical education teacher. They said they hoped to be able to provide these services by 1984.

The 1980 reports both of the Education Advocates Coalition and of SRI indicated that local education agencies tend to narrow the definition of related services in order to stay within the limits of their budgets. One area in which they are particularly reluctant to become involved is that of psychological counseling. The SRI report indicates that rather than include such services in a child's IEP, some local education agencies suggest to parents that they seek help from a local mental health agency.

Interagency Agreements

- o As reported in the Accomplishments section, there is a trend for school districts to hire their own personnel to provide such related services as occupational and physical therapy, health services, counseling, and social work. But in many instances, local education agencies find it more economical to provide related services through interagency agreements with other public and private agencies. As described in the section on State Education Agency Responsibility for All Programs, many new interagency agreements have been implemented across the country since the passage of P.L. 94-142. However, workable agreements at the local level often require modifications of state laws and regulations. Currently, although the state education agency is responsible for ensuring that a child receives needed special education and related services at no cost to the parents, neither state nor local education agencies have the authority to override incompatible state rules, such as a rule that requires parents to pay for mental health agency services (on a sliding scale according to income). Many states have begun to make changes in such rules.

Parent Rights and Responsibilities

- o The Education Advocates report indicated that parents often do not know that their child has a right to receive related services needed to benefit from special education. Thus many parents do not object when, for example, the school suggests that the parents obtain therapy for their child rather than include it in the child's individualized education program (SRI, 1980). In some instances, on the other hand, parents want more than the school can reasonably be expected to provide. Four of the seven respondents in the NASDSE (1980) report indicated that some parents make unreasonable demands such as expecting the school to provide a behavior management specialist in

the home every day, daily psychotherapy, or transportation to Saturday recreation programs. Disputes over related services were the second most frequent reason (after placement in private schools) for due process hearings in the schools cited in the SRI study. In partial response to this problem the Office of Special Education has contracted with Closer Look to provide information to parents concerning their rights under the law. Closer Look responds to approximately 3,000 requests for information from parents each month. In addition, they send out a topical newsletter twice a year to 210,000 persons. The Office of Special Education also supports parent training and information centers to ensure that parents know what their rights are and what services they are eligible to receive.

Transportation

- o The NASDSE (1980) report on transportation indicates that state directors of pupil transportation are concerned about the escalating costs of special education transportation services. Special equipment (lifts, for example) are expensive; the cost of fuel is rising rapidly; liability insurance costs are high; and, in addition to the expense of transporting handicapped students to their main location during the regular school year, there is the added responsibility of transporting some students to places where they receive related services, and of transporting students who receive extended school year services during a period when school is not in session. The NASDSE (1980) study on related services reported that in Caddo Parish, Louisiana, special education transportation costs had increased by \$203,000 (from \$597,000 to \$800,000) over a four-year period. Several of the directors of special education in the NASDSE study reported deep concern over the conflict between economical delivery of itinerant services (achievable by clustering children in fewer locations) and providing services in the least restrictive appropriate environment.
- o The NASDSE (1980) report on transportation also indicates that state directors of pupil transportation are concerned about the need for more effective safety measures in transporting severely and multiply handicapped students, students in wheelchairs, and preschool children.
- o Particular concerns about transportation for handicapped children arise in rural areas. Thirty-three percent of the 75 districts and cooperatives in the National Rural Research and Personnel Preparation Project (1980) rated transportation as one of their most severe problems. Such conditions as marginal, icy, or muddy roads not only increase transportation costs but cause numerous disruptions of services. One example was the case of roads blocked for two months from a mountain slide, necessitating a 300-mile detour. Even in normal weather, distance itself is a fundamental problem, especially where there are too few handicapped students to make it financially feasible to hire full-time special education staff. Long trips are required either for the children or for itinerant specialists. The Education Advocates (1980) report stated that in Tennessee, handicapped children in three counties spent up to five hours a day on buses in order to obtain special education services.

CONCLUSION

One of P.L. 94-142's primary goals was to assure all handicapped children a free appropriate public education. The evidence would seem clear that state and local education agencies have made significant efforts to achieve this goal. In particular, the P.L. 94-142 priorities of serving the unserved, the underserved, and the most severely handicapped are vigorously being addressed. The progress to date and the nature of the remaining challenges strongly indicate that while not all of the goals set forth in the law have been attained, those goals are realistic and achievable. Progress in the future will be determined by the ability of the nation's schools to maintain the momentum that has been established and the ability to fully capitalize on available human and fiscal resources.

A

2. Child Identification, Location, and Evaluation

Each state is required by P.L. 94-142 (Section 612(2)(C)) and its accompanying regulations (Section 300a.128) to submit in detail a description of policies and procedures it will pursue towards ensuring that all children who are handicapped and in need of special education and related services are screened, identified, and evaluated.

Previous reports to Congress have described some of the efforts the states have been making to locate out-of-school handicapped children—for example, door-to-door canvassing, mobile diagnostic units in rural areas, toll-free numbers, and mass efforts to disseminate information concerning the rights of handicapped children and their parents. Previous reports also indicated problems in this regard. They noted, for example, that there was a common tendency for children with particular handicapping conditions to be identified only if the resources were available for serving them, that there were doubtless handicapped children in regular classes who had not been identified, that identification of all handicapped children would require greater "coordinative efforts among all human service agencies," and that because of a lack of resources, school districts sometimes had large numbers of students who had been identified as potentially handicapped but had not yet been evaluated. While these problems persist to some degree, they would appear to have diminished during the 1979-80 school year.

ACCOMPLISHMENTS

Child Find

- o During the past year, school districts across the country have continued to conduct their own child find projects or have participated in those conducted by their state. Most of these projects have taken the form of informational campaigns designed to make the public aware that handicapped children have a right to an education, and that the schools are trying to locate any who are still being neglected. School staff interviewed as part of the SRI (1980) study reported that because of these campaigns, almost all handicapped children who had not previously attended school are now being served and that the campaigns continue to be useful in identifying potentially handicapped preschoolers. NASDSE (1980) reported that they are also being used to reach potentially handicapped secondary youth who have dropped out of school (see Secondary Programs in the Right to an Education section).
- o In addition to conducting media campaigns to reach children not currently in school, state and local education agencies are making efforts to identify handicapped children who are in school but have not been identified as handicapped. For example, in Calcasieu, Louisiana, within-school child find

initiatives have included annual sensory screenings and an extensive program to train regular education teachers, special education teachers, and other support staff in identifying children in need of special services. Staff from day care and Head Start programs also receive this training.

- o Most state and local education agencies are attempting to improve lines of communication with other agencies that serve potentially handicapped children, so that a systematic service delivery plan can be implemented (for further information see the State Education Agency Responsibility for All Programs section).

- In Gilmer County, West Virginia, approximately 25 representatives from all of the social service agencies have formed an Interagency Council which meets monthly to coordinate the agencies' identification and service delivery plans (NASDSE, 1980). Last year, among other activities, Council members received inservice training in the use of a Search and Serve form and viewed a film developed by the state education agency on the identification and referral of potentially handicapped students.
- Several states are making interagency agreements to facilitate the identification of handicapped youth in correctional facilities (NASDSE, 1980). For example, the Georgia State Department of Education (DOE) and the Department of Offender Rehabilitation (DOR) have an agreement by which DOR will (a) abide by DOE's definition of handicapped, (b) follow DOE's rules and procedures for identifying potentially handicapped children, and (c) complete needs assessments using teams from both agencies. In North Carolina, the three agencies responsible for providing and monitoring services to youth in correctional facilities are developing new identification and evaluation procedures and are encouraging collaboration with personnel across departmental lines.

Referral

- o Many schools are now conducting prereferral screenings to ensure that all other regular education program options and alternative instructional strategies have been considered and/or attempted before a student is formally referred for special education assessment. This technique serves to minimize the chances of erroneous classification by improving the appropriateness of referrals and also supports the least restrictive environment goal of not removing a child from a regular class unless that child cannot be maintained there even with supportive services.
 - Some school districts are using groups to make prereferral screening decisions, rather than relying on individual decisions. Group decision making at this early stage of the identification process appears to have reduced the number of children who are merely slow learners being referred for learning disabilities and the number of minority group children being placed in classes for educable mentally retarded (EMR) students.
 - Texas and California have instituted state regulations aimed at reducing the number of students inappropriately referred for special education

evaluation. California regulations require that alternative strateg. 9 be tried before a problem student is referred for formal evaluation. Similarly, Texas regulations require local school districts to implement referral review procedures.

- Many local education agencies across the country have implemented screening procedures, even in the absence of state regulations requiring them to do so. For example, the Office of Special Education monitoring visits to local education agencies in Florida and Illinois found extensive use of personnel who reviewed referral requests to determine whether all regular program options were considered before referring a student to special education. In Dallas and Corpus Christi, Texas, prereferral screening was found to have reduced the disproportionate number of minority group students in special classes.
- In Chicago, prereferral screening reduced the number of children waiting for referrals by 5,000.

Evaluation

- o States have found a number of creative solutions for coping with a shortage of diagnosticians and for reducing backlogs of students awaiting assessment.
 - One local education agency, in an effort to ease the burden on their only psychometrist, began to allow special education teachers to complete more of the academic testing involved.
 - States such as Connecticut, Nevada, and Washington provide emergency short-term funding during the school year for part-time and temporary personnel who assist in evaluating students at critical times, typically during the fall and late spring, when initial referrals and reevaluations are the heaviest.
 - Delaware provides funding for local education agencies to pay for summer employment of related services personnel, including diagnosticians.
- Several states such as Oklahoma, Ohio, and Connecticut have established regional assessment teams and centers primarily to serve rural areas but also to help urban districts that experience referral overloads (NASDSE, 1980).
 - In Arkansas, a mobile assessment unit is used to conduct evaluations in remote areas lacking sufficient staff to keep up with case loads.
 - Michigan, Mississippi, Missouri, and North Carolina each operate diagnostic resource centers that provide training and technical assistance in screening and evaluation to local education agency staff. In Missouri alone, over 700 administrators and other instructional staff were trained during a four-month period last school year.
 - To ensure that triennial reevaluations are performed in a timely manner, some districts set aside a month or two, usually at the end of the

school year, during which no new assessments are performed—only triennial reevaluations.

REMAINING CHALLENGES

Child Find

- o Child find campaign has of course been in place throughout the country for several years. The challenge that now faces state and local school personnel is to retarget these campaigns, both in school and out, to focus on particular populations that remain underserved—in particular children under three years of age and youth between 16 and 21. In six of the 17 states visited by the Office of Special Education last year, child find efforts did not include the birth-to-three age group, and four states were found to have inadequate efforts to locate 16 to 21 year olds. In all instances, the state education agencies were called upon to initiate corrective actions. Meanwhile, through a variety of projects the Office of Special Education is providing assistance to the states in serving children in these age groups. For example, the Office is providing 26 states with State Implementation Grants to help them plan and coordinate services for young handicapped children, including child find activities for children birth through three years of age. The Office also funds demonstration projects such as project Mainestream, which developed child find procedures now being used statewide in Maine and in other states. In addition, the Regional Resource Centers are planning to develop multi-media packages for helping local education agencies identify secondary-aged handicapped children who are potentially eligible for special education.
- o Although progress has been made in the past year in implementing interagency agreements, particular work needs to be done to ensure that state and local education agencies receive accurate and timely information on the children being served by other agencies. The Office of Special Education has been encouraging the establishment of interagency agreements at the state and local levels so that a line of communication is established among all the agencies involved.
- o Office of Special Education monitoring visits found that more systematic procedures need to be developed for identifying potentially handicapped children in nonpublic schools. This area of service is very inconsistent from state to state and even district to district. (See the Participation of Private School Children section.)

Appropriate Identification

- o Many local education agencies have undertaken innovative assessment procedures in an attempt to reduce the number of students inappropriately identified as handicapped, and the Office of Special Education is identifying these successful practices and disseminating them to state and local personnel.
- o During a needs assessment conducted by the Regional Resource Centers, many states identified a need for appropriate nondiscriminatory procedures for identifying and evaluating handicapped children between the ages of birth and

21. In response, the Regional Resource Centers are (a) assisting in the development of specific state guidelines for identifying handicapped children; (b) developing procedures for identifying, assessing, and serving non-English-speaking handicapped children; and (c) developing a vision-screening kit to be used with preschool children.

Waiting Lists

- o Many strategies have been reported for reducing the number of children who have been identified as potentially handicapped but have not yet been evaluated. However, the shortage of assessment and diagnostic personnel continues to be a problem. Through its Regional Resource Centers, the Office of Special Education is providing assistance to state and local education agencies in implementing management strategies that can help alleviate this problem.

CONCLUSION

It is evident that today few state or local education agencies lack the capacity to identify and evaluate all potentially handicapped children. However, demands on state and local tax revenues may decrease the incentive for actually locating children.

3. Individualized Education Program

During the initial implementation phases of P.L. 94-142 much attention, discussion, and sometimes concern was focused on the provisions related to the Individualized Education Program (IEP). These provisions are unique among federal laws and regulations in that they formally recognize the existence of differences among handicapped students--even among students with the same handicapping condition. In response to these differences, P.L. 94-142 (Sections 602(19) and 612(4)) and its regulations (Sections 300.340-300.349) require that each handicapped student receiving special education and related services have an IEP. The IEP is to be developed (and reviewed at least annually) by the child's parents, the child's teacher, a representative of the local education agency, and where appropriate, the child. The IEP document is to include statements of the child's present level of educational performance, annual goals and short-term objectives, specific educational services to be provided, the extent to which the child will participate in the regular education program, dates for initiation and anticipated termination of services, and appropriate objective criteria for determining whether objectives are being achieved.

Both the 1979 Semiannual Update on the Implementation of P.L. 94-142 and the Second Annual Report to Congress (1980) recorded intense activity on the part of state and local education agency personnel throughout the country to implement P.L. 94-142's IEP provisions. It was reported that in all but one of the states visited by Office of Special Education monitoring teams during the 1978-79 school year, state policies were consistent with the federal law and regulations. In all but a handful of districts, IEPs were in place for every handicapped student. Virtually all of these IEPs contained a list of the services to be provided, and 90 percent or more contained statements of the present level of performance, annual goals, short-term objectives, the date for the initiation of services and the anticipated duration, and proposed evaluation procedures. In addition, it was found that most IEPs contained at least some information not required by P.L. 94-142--for example, the personnel responsible for services; the students' special interests; and recommended instructional materials, resources, strategies, or techniques. It was also reported that in most instances IEPs were developed by the required participants, including parents, who participated in the development of about two-thirds of the IEPs and at least approved the IEP in an even greater number of cases.

Despite this picture of rapid movement towards compliance with P.L. 94-142, the reports raised certain concerns. One concern arose from the fact that although the IEPs contained most of the mandated information, only about two-thirds stated the extent to which the child could participate in regular education programs and the proposed evaluation criteria. In terms of quality, in many instances goals and objectives were vaguely stated and focused primarily on academic areas. Though evidence suggested that staff attitudes towards the IEP process were improving, complaints remained common regarding the time and

paperwork involved in developing IEPs. (It was incidentally found that many IEPs contain more information than is required by P.L. 94-142.) Finally, though many parents were attending IEP meetings and approving IEPs, there were indications that they often did not feel comfortable in their new role.

The next sections will update this picture, highlighting the progress that has occurred and describing the challenges that still remain.

ACCOMPLISHMENTS

Procedural Compliance

- o Information from Office of Special Education monitoring visits and from special studies indicate widespread compliance with the IEP procedures specified in the law. Of 275 sites visited, in only 10 were IEPs not available for every handicapped student. Most of the IEP documents reviewed contained the information mandated by P.L. 94-142. IEPs in all sites had annual goals; IEPs in all but one site specified short-term objectives; other required information was found to be in place in at least 87 percent of the sites visited. Similarly, all of the required participants were involved in the IEP process in 88 percent of the sites.

Quality of the IEP

- o Evidence from a national survey of IEPs (Research Triangle Institute, 1980) suggests that the informativeness and internal consistency of IEPs improves as state and local personnel become more familiar with the process. The retrospective longitudinal component of this study looked at IEPs developed during a period of two years for a sample of 796 students. It was found that the second-year IEPs were longer, contained more of the mandated elements, were more internally consistent (there was a better match between students' needs and the cited goals and objectives), and were more specific.
- o During the follow-up component of the national IEP survey, three factors emerged as apparently having a major impact on quality. These were the format, staff training, and supervision by district level staff. Where the IEP format provided spaces for all mandated information, IEPs tended to be more complete. Where intensive inservice training had been provided to staff members, IEPs tended to be more informative and consistent. Where the district directors of special education closely supervised the IEP process, all three of these qualities--completeness, informativeness, and consistency--were more apt to be present.

Time and Paperwork

- o Although the amount of time and paperwork involved in implementing IEPs is still an issue, there are indications from the SRI (1980) longitudinal study of local implementation that the IEP process does become easier and less burdensome over time. In more than half of the sites participating in this study, developing IEPs was perceived as easier during the 1979-80 school year than in previous years. Most of these sites reported that the various aspects

of the process (scheduling meetings, filling out forms, etc.) took less time and were less burdensome. The reasons given by staff for the decreased burden included:

- Greater staff familiarity with the forms and process;
- Shortcuts which had been developed in dealing with such matters as curriculum guidelines, goals checklists, computerized systems, and forms; and
- The fact that multidisciplinary IEP teams have learned, through experience, to function smoothly together.

Parental Involvement

- o The SRI (1980) longitudinal study, the Research Triangle Institute (1980) national survey of IEPs, the Applied Management Sciences (1980) study of planning and placement procedures, and four of the five child and family studies (Abt, 1980, the Cambridge Workshop, 1980, High/Scope, 1980, and Huron, 1980) all found an increase in the number of contacts between parents and schools and in the participation of parents in planning and placement meetings. Both the national survey and the planning and placement study found that parents had participated in approximately two-thirds of the meetings studied.
- o In almost every meeting observed during the Applied Management Sciences (1980) planning and placement procedures study, a variety of strategies were used by school staff to encourage parent participation. They included welcoming remarks, requests for parent information, positive reinforcement for parent contributions, and solicitation of parent feelings concerning proposed programs or placements.
- o During the 1979-80 school year, the SRI (1980) longitudinal study, found that approximately a third of the sites were making an increased effort to more actively involve parents. For example, one district was expanding a pilot parent facilitator program to encompass all grade levels, with the facilitators being parents in each school trained to educate other parents about their rights under P.L. 94-142 and about how to operate as team members with school personnel.

REMAINING CHALLENGES

Procedural Compliance

- o Though it is clear from Office of Special Education monitoring visits that most state and local education agencies have implemented IEP procedures that are consistent with P.L. 94-142, it is also clear that some districts continue to experience difficulties. The 1979-80 monitoring visits found that in 36 (13 percent) of the 275 sites visited, a statement of the degree of participation in regular education programs was missing from the IEP document; in 35 (13 percent) of the sites, not all services needed were listed; and in 24 sites

(9 percent) the expected duration of services was not included. Inadequate documentation of attempts to include parents in the development of the IEP was also found to be a problem in a number of sites. This does not mean that parents were not given opportunities to participate or even that they did not attend the IEP meeting, but rather that the record keeping related to these activities did not permit judgments regarding parental participation. In all instances where such problems were found the state education agency was required to assure that corrective actions would be taken.

- o Timing of the development of short-term objectives was found to be a problem in 58 (21 percent) of the sites visited by the Office of Special Education monitoring teams. In these sites, short-term objectives were not developed until after placement, the idea being to involve the receiving teacher. This arrangement seems to derive from a misunderstanding of the law. An interpretation of the IEP requirements published in the Federal Register on January 19, 1981 (46 FR 5460-5474) explains that the short-term objectives required by P.L. 94-142 are not the same as instructional objectives and clearly states that objectives must be written prior to placement.
- o A special study carried out in conjunction with the national survey of IEPs has identified a special population of students--handicapped migrant students--for whom implementation of the IEP mandate is especially difficult. Migrant students generally do not stay in a particular school district for the entire school year. As a consequence, the study found, IEPs are developed less frequently for handicapped migrants than for nonmigrants; the different schools in which handicapped migrants enroll are not consistent in preparing IEPs for them; and IEPs and IEP information are rarely transmitted among schools. Currently an Office of Special Education and Rehabilitative Services task force is examining how services for handicapped migrant students can be improved, one possibility being to modify the existing Migrant Student Record Transfer System so as to include IEPs and information related to handicapping conditions.

Quality of the IEP

- o Evidence presented in the Accomplishments section suggests that over a period of time, as school personnel become more familiar with the IEP process, IEPs can be expected to become more complete, more specific, and internally more consistent. Improvements were particularly noted where the IEP format included headings for all mandated information, where inservice training was provided, and where the IEP process was closely supervised. In some of the sites participating in the SRI (1980) longitudinal study, however, the report indicated that IEPs seemed to be becoming more vague, particularly in terms of services to be provided. The research team speculated that this vagueness was a deliberate policy (either explicitly or implicitly communicated to the staff) based on actual or feared experiences with due process hearings and on frustrating experiences in trying to obtain needed services from other agencies. Should this phenomenon prove to be widespread, the identification and sharing of strategies to promote interagency cooperation--a function consistently encouraged by the Office of Special Education and currently provided for under the new workscope of the Regional Resource Centers funded by the Office--would be increasingly critical in maintaining the progress achieved to date.

Time and Paperwork

- o As has previously been noted, many IEPs contain more information than is required by P.L. 94-142. Critics have asserted that though the additional information might be useful, the benefits must be weighed against the cost of staff time and morale. The Office of Special Education has therefore attempted during the past year to clarify what the law actually calls for in regard to IEPs. An Office of Special Education interpretation published in the Federal Register (46 FR 5460-5474, January 19, 1981) differentiates the goals and objectives of an IEP from the more detailed instructional objectives common to a lesson plan. Also a series of technical assistance workshops for state and local education agencies have been sponsored by the Office of Special Education to explore the possible trade-offs between complex, instructionally detailed IEPs on the one hand and staff time and morale on the other. Meanwhile the Regional Resource Centers funded by the Office of Special Education are identifying successful practices for efficiently carrying out the IEP process and are disseminating their findings to state and local education agencies.

Parental Involvement

- o Though studies show that contacts between parents and schools have increased and that more and more parents of handicapped students are attending IEP meetings, the data from the Office of Special Education monitoring visits showed inadequate documentation of attempts to involve parents in 68 of the sites visited. Many districts doubtless have simply failed to document their efforts, but it also seems likely that in some cases there is a need for greater efforts to involve parents in the IEP process.
- o Both the Applied Management Sciences (1980) planning and placement procedures study and the SRI (1980) longitudinal study found that many parents who do attend meetings are nevertheless not actively involved in decision making. One reason, according to the longitudinal study, is that some parents prefer to trust such matters to school personnel or they feel it is the school's job to develop an appropriate education program. Community or cultural traditions and values often contribute to such attitudes. In other instances, however, parents may not participate in decision making because they are shy or even apprehensive about participating, feeling that they do not have the necessary information to make decisions. In some cases it would appear that parental participation is not encouraged by the school. In these instances there would appear to be a need for new strategies for getting parents to participate freely and effectively. The Office of Special Education has recently funded a technical assistance project aimed at that goal, and two of the Regional Resource Centers are identifying and disseminating successful practices in obtaining meaningful parent participation in the IEP process. In addition, an Office of Special Education contractor is preparing technical assistance materials designed to assist schools in improving communications with parents of handicapped children.
- o Measuring progress related to parental involvement is a difficult task. It would seem clear that many parents do not readily take advantage of the opportunity to participate in IEP meetings, that shy parents need to be made to feel welcome and at ease, and that all parents should have ready access to

clearly stated information about possible options. At the same time, there are parents who truly wish to leave programming decisions to school personnel, who want nothing more than to be informed about the decisions that have been made, and who resent persistent efforts to more actively involve them. Thus, while it is clear that many districts should adopt more effective strategies for involving parents, it is not at all clear that a goal of active involvement by each and every parent of a handicapped student is either realistic or desirable.

CONCLUSION

The Office of Special Education monitoring visits and several independent studies all provide findings which suggest that state and local education agencies are implementing the IEP requirements of P.L. 94-142. Federal efforts planned for the future will be directed towards solving specific problems in particular settings. The current Regional Resource Center work statement is a significant step in this direction.

4. Least Restrictive Environment

Particular attention has been directed, during the past three years, toward the interpretation and implementation of P.L. 94-142 (Section 612(5)(B)) and its accompanying regulations (Sections 300.550-300.556) concerning the least restrictive environment (LRE) provisions. These provisions require participating agencies to assure that, to the maximum extent appropriate, handicapped children are educated with their nonhandicapped peers; that school districts have a continuum of service options available for handicapped students; and that services provided to handicapped students match their individual instructional and related services needs. There is a further requirement that the child's neighborhood school (or the school the child would attend if not handicapped) be considered the first preference in determining the child's school placement. Thus, an appropriate education for handicapped students in the least restrictive environment means increased interaction between handicapped and nonhandicapped students and increased involvement of handicapped students in the regular education environment.

Previous reports to Congress have noted a number of areas of significant progress since the law went into effect. For example, 94 percent of schoolaged handicapped students (based on data submitted to the Office of Special Education by 56 states and territories) received educational services in regular education schools during the 1977-78 school year, marking an increase of 2 percent over the previous year. Furthermore, the number and types of placement options available in public schools increased while placements in separate, segregated facilities decreased. Previous reports noted the concerns expressed by school personnel regarding their role in implementing the LRE provisions, and suggested that these concerns would decrease with time. Parents were reported to typically embrace the LRE concept and to have become increasingly interested in serving as full partners with school personnel in determining the most appropriate educational placements for their children. The reports also cited the need for a number of schools across the country to develop methods of selecting educational placements for handicapped students that are based on the student's individual needs rather than on available services and resources.

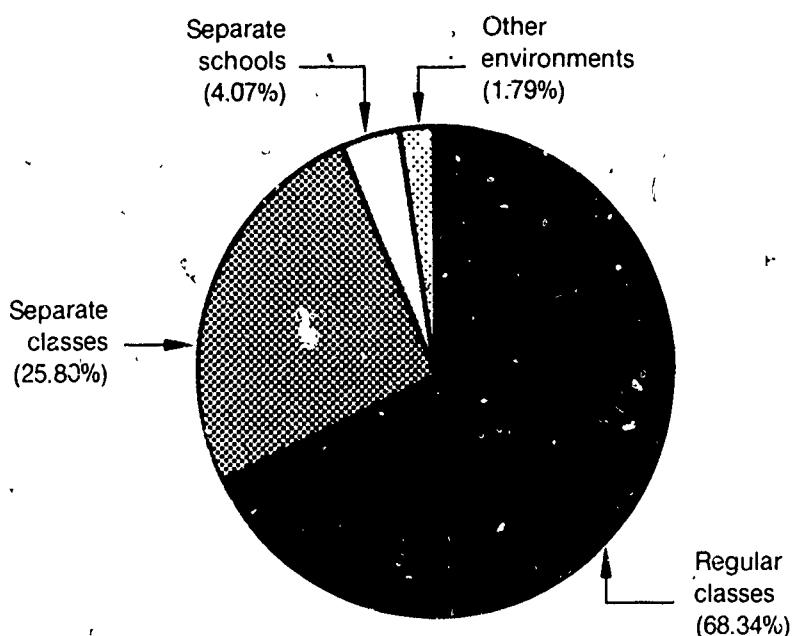
The following sections highlight areas in which progress has been made in the past year and in which challenges remain. Comparisons of data from year to year should be made with caution, because the number of states for which LRE data are available varies each year. Fifty-six of the 58 states and territories provided data for the Second Annual Report to Congress (1980), while 55 states and territories submitted data in time for inclusion in this report.

ACCOMPLISHMENTS

Procedural Compliance

- o Of the 17 states visited during the monitoring visits conducted by the Office of Special Education in 1979-80, only one failed to have written policies and procedures that were fully consistent with the LRE requirements of P.L. 94-142--convincing evidence that states and territories now have appropriate policies in place to assist them in moving beyond the first stage in implementing the IRE provisions of the law.
- o There was also evidence that current practices are generally consistent with these policies. The end-of-year performance reports submitted by the states for the 1978-79 school year indicate that 68.34 percent of the handicapped student population (ages 3 through 21) in the United States were served in regular classes and 25.8 percent were educated in separate classes within regular education buildings. Only 4.07 percent were educated in separate schools; and 1.79 percent were educated in other educational environments (see Figure 5). Thus, 94.14 percent of identified handicapped students were educated within regular education buildings and most of these students were educated for at least part of the day in a regular education classroom with their nonhandicapped peers. (See Appendix 2, Tables 10-14, for a further breakdown of the environments in which handicapped students were served in school year 1978-79.)
- o Information from average daily attendance reports submitted by each state agency (in accordance with P.L. 89-313 requirements) indicate that from October 1976 to October 1979 the number of previously institutionalized children being served by local education agencies increased by more than 60 percent. According to these figures, almost 39,000 students have been returned to public school programs.
- o A longitudinal study that examined the practices in 17 districts for implementing the LRE provisions of P.L. 94-142 (SRI, 1980) found that the administrators studied had developed a number of innovative strategies for successfully educating handicapped students with their nonhandicapped peers. Of particular importance was the creation of "boundary crosser" roles--personnel positions which cross the boundary between special and regular education and offer services to both. The resource specialist is an excellent example of the boundary crosser role. One large district in the SRI sample employs 144 such specialists. Among other things, the resource specialist may provide inservice training to the regular education teacher, consult with the teacher regarding the use of appropriate instructional activities and materials, and coordinate placement team meetings. The resource specialist also serves as a liaison between teachers of self-contained classes and regular and other special education teachers to facilitate the successful integration of the students. The formal responsibilities assigned to a "boundary crosser" such as the resource specialist assure that positive and proactive attention is given to the task of educating each handicapped child in the environment that is least restrictive.
- o A study of the impact of P.L. 94-142 on learning disabled adolescents (Abt, 1980) offers additional practical strategies for successfully educating

Figure 5 Percent of Handicapped Children Served (Ages 3-21) in Four Educational Environments, All Conditions, School Year 1978-79



handicapped students in regular classes. For example, special education teachers can assist the handicapped student who is educated in the regular classroom by convincing a teacher to allow the student more time to complete tests and assignments, helping the student gain notetaking skills, and identifying regular education teachers whose teaching styles match the learning needs of the student. The study noted that many of the regular classroom accommodations for special education students also benefited their nonhandicapped peers. These accommodations included writing important points on the board during a lecture; assigning teams or groups to study together, thus enhancing socialization as well as academic growth; and assigning projects which provided differential levels of difficulty.

Continuum of Placement Options

- o The following educational setting options are available to every handicapped student, regardless of specific handicapping condition, according to 1978-79 performance reports: regular class, special class, special school, or other (hospital, home, etc.). Thus a continuum of alternative placements is available, allowing educators and parents to match the service and educational environment to each student's unique needs. Furthermore, within each of the four physical settings, numerous strategies for assigning personnel to provide instruction to handicapped students can enhance the flexibility and effectiveness of the setting. A recent study conducted by JWK (1980) in more than 50 districts identified such creative approaches as the following:
 - Including a special educator on a teaching team for a specific period of time in order to facilitate the accommodation of handicapped students in the regular education setting,
 - Assigning an aide to assist the regular education teacher by working with the handicapped student either individually or in group situations, and
 - Providing a demonstration teacher and aide to help regular education teachers become more adept at meeting the needs of handicapped students, and to assist them in restructuring the classroom setting when appropriate.
- o Only 15, or 5 percent, of the 275 school districts and state-operated programs visited by Office of Special Education monitoring teams during the 1979-80 school year failed to offer handicapped students a continuum of service options. A study by SRI (1980) corroborates this finding. Designed to examine issues related to student turnover between special and regular education, the study found that in the nine sites visited, all had some placement options available for handicapped students. This same study observed that as special education programs develop, they tend to offer increased opportunities for handicapped students to receive educational services in less restrictive settings and to interact with nonhandicapped students. For example, early programs for learning disabled students in the districts studied have evolved from self-contained programs to resource programs, with increasing numbers and kinds of services being provided in the regular classroom. The authors of this study suggested that such trends indicate "changing practices and attitudes...as mainstreaming becomes accepted" (p. 2).

Acceptance of the LRE Provisions among Educators and Parents

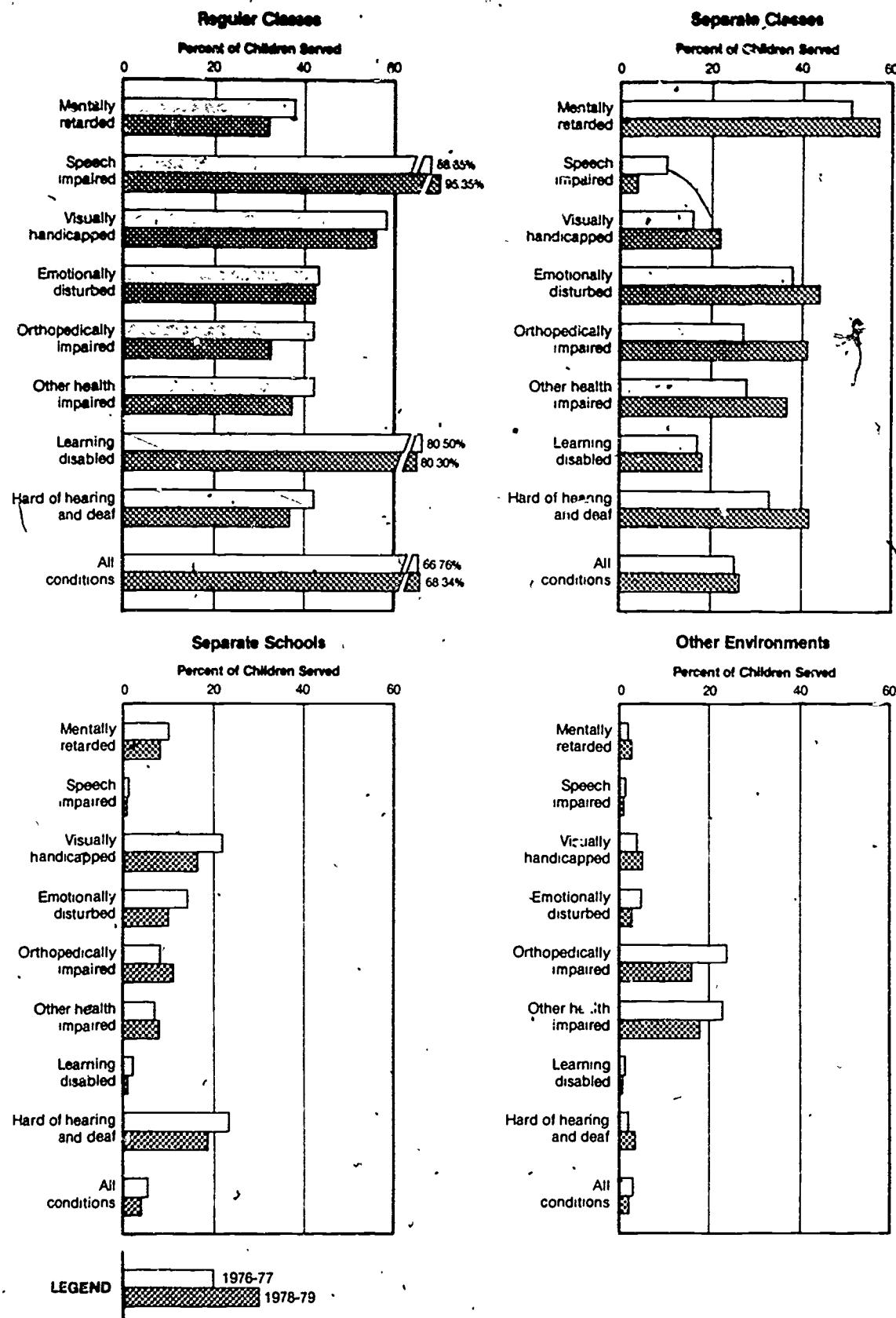
- o SRI (1980) confirmed a trend noted in previous reports to Congress that anxiety and uncertainty regarding the LRE provisions decrease and acceptance increases as those involved gain experience. Another finding of the study with relevance for the LRE provisions is an "almost universal endorsement of individualized programming" by special educators.
- o The longitudinal study conducted by SRI (1980) noted high parent attendance at placement meetings and a general satisfaction with the outcomes of the meetings (1980). The process by which parents get a basic understanding of special education and become active partners in their children's learning appears to begin with this step. The study also noted that "most school districts reflected an extremely positive attitude towards parents and their involvement in the handicapped student's educational program" (p. 77). The inherent responsibilities to act upon this positive attitude will be discussed in the remaining challenges section which follows.

REMAINING CHALLENGES

Procedural Compliance

- o Data reported to the Office of Special Education by the states indicate that there is considerable variability in the percentage of students served in each of the four settings (regular class, special class, separate school facilities, and other educational environments) both across states in the same year and within states from year to year. For example, in 1978-79 Illinois reported serving 82.3 percent while Pennsylvania reported serving only 2.35 percent of its mentally retarded students (ages 6 through 17) in regular classes. An example of variability within states from year to year is provided by Louisiana, which reported serving 4.6 percent of its mentally retarded students (ages 6 through 17) in regular classes in school year 1976-77; 77 percent in 1977-78; and 18 percent in 1978-79. Information such as this must be analyzed further to assess whether the variability is the result of changes in reporting procedures or acceptable variations in policies and eligibility criteria, or whether it indicates problems in compliance that require attention. The Office of Special Education is refining procedures to increase the utility of information provided by the states so that the precision of technical assistance and monitoring activities can be improved.
- o Data reported to the Office of Special Education by the states indicate that for several categories of handicapped conditions, there has been a decrease in the percentage of students served in regular classes (See Figure 6). For example, for mentally retarded students (ages 6 through 17) the proportion decreased from 39 percent in school year 1976-77 to 38 percent in 1977-78, to 33 percent in 1978-79. For orthopedically impaired students the drop during these same periods was from 42 percent to 39 percent to 34 percent, and for visually handicapped students there was a fluctuation of from 59.6 percent to 63.1 percent to 58.7 percent. During this same three-year period, there was an attendant rise in the percentages of students (ages 6 through 17) in these categories served in separate classes. As suggested above, this

Figure 6 Environments In Which 3-21 Year-Old Handicapped Children Were Served during School Year 1976-77 and School Year 1978-79*



*The sum of all environments for each handicapped population represents 100 percent of the child count for that population.

information needs to be analyzed further to assess whether these changes result from changes in reporting procedures or acceptable variations in implementation practices, or whether they represent an actual trend towards greater segregation.

- o Both the SRI study of 22 local education agencies and the High Scope study of nine handicapped children and their families found that in some cases the placement decision (the decision regarding the most appropriate setting in which the student will receive the services he or she needs) is based more on the availability of services and resources than on the individual needs of each handicapped child. Furthermore, Applied Management Sciences (1980) reported that "in only 9 out of 134 meetings (placement meetings formally observed by the firm) was a range of available placement options presented prior to discussing an individual option.... Typically the placement team gave serious consideration to only one option before making a placement recommendation or decision" (p. 7.7). To assist the states in implementing the LRE provisions of P.L. 94-142, the Office of Special Education has funded a number of research and technical assistance projects during the past few years. Two of the studies are designed to provide recommendations, policy considerations, and resource materials, while the third offers on-site technical assistance and training to selected administrative teams from 85 local education agencies across the country. In addition, the Office of Special Education has developed a comprehensive workscope for the Regional Resource Center network which requires them to actively help state education agencies implement the LRE provisions within their own states. The Regional Resource Center personnel are also responsible for identifying, documenting, and disseminating innovative strategies for successfully educating handicapped students in the least restrictive environment. The goal of this combination of field-based research and technical assistance is to help state and local education agency personnel remove the last remaining barriers to fully implementing of the LRE provisions.

Continuum of Placement Options

- o Information available from compliance review visits and from contracted studies indicates that severely handicapped students "rarely have a variety of placement options available to them" (SRI, 1980, p. 69). Thus, expansion of placement options for this population of students remains an important goal to be addressed in the years ahead. A number of districts across the country offer an exception to this situation and their programs will provide guidance and direction for creating similar programs in the future. In these districts, severely handicapped students are moved from separate facilities to side-by-side programs in which classrooms are centrally located in regular education buildings adjacent to regular education classrooms (JWK, 1980; SRI, 1980). These new placement options enable students who have previously had little or no interaction with students who are not handicapped to be educated with them in the same buildings or in the same classrooms. During the next few years the challenge will be to implement a full array of placement options to this group of children. Towards this end, the Office of Special Education funded a contractor to identify administrative factors which are critical for successfully educating severely handicapped children in regular education settings and to train personnel in 85 local education agencies and 11 state education agencies in adapting these factors for use in their own locale. In addition,

personnel from 10 Regional Resource Centers have been trained to train additional state and local education agency personnel to use the materials developed by the project.

- o Fewer placement options exist for handicapped students in secondary schools regardless of the severity of their needs. Where a full continuum does exist, the options are primarily available for mildly handicapped youth (SRI, 1980). Data available from State Program Plan Tables for 1978-79 indicate that this problem is of particular concern for students 18 through 21 years old. For example, 69.55 percent of handicapped students between the ages of 6 and 17 were educated in regular classes during 1978-79 while only 40.15 percent of those 18 through 21 were educated in this kind of environment. Of handicapped students between the ages of 6 and 17, .25 percent were educated in separate classes and 3.4 percent in separate schools. For those between 18 and 21, the figures were 37.2 percent and 18.35 percent. The need to increase the opportunities of secondary students to be educated with their nonhandicapped peers was also addressed by Applied Management Sciences (1980) in a study of secondary programs for the handicapped in eight school districts. The following concerns were cited in the final report: "More than half of the 458 handicapped students (included in the study) received academic coursework solely through special education or were taking no academic coursework at all. Of the students involved in vocational opportunities, the majority were enrolled in special, nonintegrated programs.... Approximately 16 percent of the 458 handicapped students had no classes of any sort with nonhandicapped students" (p. i). The report also had some affirmative findings. For example, handicapped students were found to be involved in an array of academic and nonacademic programs, with approximately 75 percent participating in nonacademic courses with their nonhandicapped peers. A third study, performed by Abt (1980) on learning disabled adolescents, called for the identification, evaluation, and dissemination of "new models of service delivery to secondary learning disabled students that integrate resource and self-contained placements into a meaningful continuum" (p. 113). The report cautioned educators to implement these placements in settings as close to the student's home as possible to ensure that social contacts with their nonhandicapped peers might continue after school. This caution mirrors the LRE regulations which specify that in reaching placement decisions consideration must be given to the school the child would attend if not handicapped (Section 300.552(c)). To assist the states in implementing the LRE provisions in secondary schools, the Office of Special Education is planning to develop and widely disseminate audiovisual materials describing state and local practices that have been successful in making a wider array of settings available to secondary handicapped students.
- o Although the National Rural Research and Personnel Preparation Project (1980) reports that some progress has been made, the lack of multiple options and trained personnel continue to pose major difficulties for administrators in rural America. The remaining challenge cited in this study is the creation or modification of programs that would provide a greater number of placement and service alternatives in rural settings. As previously indicated, the Office of Special Education plans to disseminate information on providing a full continuum of placement settings, including information of particular relevance to rural areas.

Acceptance of the LRE Provisions

- o Several studies (Abt, 1980; JWK, 1980; SRI, 1980) have cited the need for more frequent and more effective communication between regular educators and special educators as the LRE provisions are implemented in the schools. According to these studies both groups appear to recognize the relationship between effective communication between themselves and the successful integration of handicapped students, and are exploring a number of promising strategies to address this challenge. One such strategy is the development of an "assignment sheet" shared by the child's regular and special education teachers as they communicate their expectations regarding the child's performance and any modifications needed in the educational environment. During the next three years, the Regional Resource Centers will obtain, document, and disseminate strategies such as this that enhance efforts to educate handicapped children with children who are not handicapped. It is expected that making this information available to state and local education agencies will significantly enhance the level of P.L. 94-142's implementation.
- o Although training and information regarding the LRE provisions of P.L. 94-142 are generally available to special education personnel, two separate studies (JWK, 1980; SRI, 1980) noted that regular education teachers and administrators are frequently overlooked in this important process. Both studies indicated, however, an increasing trend towards assigning school-level personnel to provide inservice activities and consultation focused on specific concerns and information needs at the building level.
- o The extent to which parents are encouraged to become actively involved in the decisions regarding their child's educational placement varies considerably from one school to another and from one building to another (SRI, 1980). A study of placement practices conducted recently by Applied Management Sciences (1980) noted that in 58 percent of the placement meetings observed during the course of the study in which parents were in attendance, the discussion did not include a review or consideration of available placement options. Typically, the discussion centered on a single recommended option. Both the SRI and the Applied Management Sciences study addressed a challenge to educators to provide specific inservice training to parents of handicapped students to prepare them for more active involvement in the decision-making process and to examine existing procedures which cast parents in the role of information provider without allowing them a voice in the decision-making process.

CONCLUSION

It is evident that a transition point has been reached in federal, state, and local education agency efforts to implement the LRE requirements. Initially federal attention focused on assuring procedural compliance. This involved assuring that the necessary state policies and procedures were in place. State and local education agencies have in large achieved this initial goal. Federal attention will now be focused on specific problems with the goal of assisting state and local education agencies in fully implementing these policies and procedures.

5. Procedural Safeguards

The due process requirements of P.L. 94-142 (Section 615(a)(b)(c)(d)(e)) and its accompanying regulations (Sections 300.500-300.514) address the issue of arbitrary decisions and misjudgments in special education placements. They require that the concerns of the parents, the child, and the school be considered before a placement decision is made and that parents be fully informed in their native language of all information relevant to an evaluation, placement, or programming decision. When parents are first notified about the school's intention to evaluate their child, the school must provide a statement of procedural safeguard rights. These rights include (a) an opportunity to obtain an independent evaluation at public expense if the parent disagrees with the evaluation made by the public agency, (b) the opportunity to inspect and review all education records of their child and to limit access to those confidential records according to P.L. 94-142 (Section 617(c)) and its accompanying regulations (Sections 300.562-300.569), and (c) the opportunity for a child to be assigned a surrogate parent in cases where a natural parent cannot be identified or located. If the parents and school disagree about a decision and cannot resolve the disagreement informally, either the parents or the school may request a due process hearing. An impartial third party is then selected to weigh evidence presented by each side and to make a final determination that must be implemented unless an appeal is filed.

Both the 1979 Semiannual Update on the Implementation of Public Law 94-142 and the 1980 Second Annual Report to Congress reported that all states had made an effort to change their laws and/or regulations to meet the P.L. 94-142 requirements. Only 3 of 16 states visited by the Office of Special Education during 1978-79 were found to have laws in consistent with P.L. 94-142. The Office of Special Education called for policy changes in each case to assure compliance with P.L. 94-142 requirements.

The 1978-79 Office of Special Education monitoring visits found that, in the great majority of cases, parents were provided notice before evaluations were conducted, and parental consent was obtained before assessments were made. Schools had undertaken such practices as following up the written prior notices with phone calls, school conferences, or home visits to explain the contents of the notice to parents. In addition, many states were creative in finding resources for translating notices into the native language. For example, in Delaware, migrant workers served as interpreters for Hispanic persons, and members of the American Association of University Women at the University of Delaware made themselves available to assist local districts in translating notices into nearly 50 languages.

At the same time, however, it was also found that notices to parents tended to be incomplete, with many failing to list all of the procedural safeguards afforded to parents. Some contained inappropriate interpretations of the law--for

example, indicating that parents always had to pay for independent evaluations. Some of these problems were caused by state regulations or laws which were inconsistent with P.L. 94-142 and have since been modified. Nevertheless, the reports of the monitoring visits found many school districts that did not include all of the required notice provisions or that misinterpreted those requirements.

Meanwhile it was found that states were making great strides in implementing the due process hearing requirements, including the following: (a) conducting statewide training of new hearing officers and school district personnel, (b) creating special units to handle an increasing number of impartial hearings, and (c) developing monitoring procedures to review the quality of the hearing proceedings and the resulting written decisions. Previous reports to Congress noted the high costs for parents and school personnel in participating in these hearings. As a result, several states are seeking to develop less adversarial, and thus potentially less expensive, procedures for resolving disputes. The progress made in the 1979-80 school year and the remaining challenges are discussed below.

ACCOMPLISHMENTS

Notice to Parents

- o Local school systems are continuing in many instances to supplement the written notice provided to parents before an evaluation, placement, or programming decision is made with such supportive techniques as phone calls, home visits, school conferences, and additional information about testing practices and school programs. These procedures have been described in case studies conducted in Illinois (Illinois State University, 1980), Massachusetts (Huron, 1980), and Michigan (High/Scope, 1980).

Due Process Hearings

- o Significant activity continued in the area of due process hearings. In a sampling of 15 states, NASDSE (1980) found that the number of such hearings ranged from an estimated high of 600 in Michigan, 500 in Massachusetts, 325 in Illinois, and 125 in California, to as few as 15 in North Carolina, 10 in Oregon, and 5 in South Dakota and Florida. The major issues presented at these hearings, in order of frequency, were as follows: (a) private vs. public school placements; (b) appropriateness of evaluation and eligibility for special education; (c) appropriateness of a student's program and services, including related services; and (d) length of a student's school day or year (especially for the severely handicapped). In interviews with parents who actively disagreed with the school district, SRI (1980) found that the two most common issues were the appropriateness of related services and the appropriateness of private school placements. Others included length of time before a student was evaluated, the appropriateness of evaluation procedures, and the amount of time the student spent in regular classes. Increases are occurring in the number of due process hearings despite the fact that costs for such hearings, monetary as well as emotional, are high (Budoff & Orenstein, 1979). Following are estimated costs of due process hearings for particular groups: a state education agency or local education agency, which provides the hearing officer, pays the cost of transcription, and incurs other expenses,

\$750-\$1,500; a local education agency, which must support office members who prepare and testify at the hearing and pay attorney fees, \$1,000-\$4,500; and parents, primarily for attorney fees, \$1,000-\$3,500.. Because of these costs, states and local districts are trying less adversarial methods for settling disputes. From a sample of seven state education agencies, NASDSE (1980) reported that some states--for example, Connecticut, Ohio, Pennsylvania, and Texas have regulations for a mediation procedure in which a state-appointed mediator assists the local district personnel and parents in settling an issue. SRI (1980) reports that several states are trying other such methods as creating the role of child advocate or ombudsman within the district to review complaints and help resolve disputes at the local building level. Some districts (NASDSE, 1980) are making sure that the director of special education or at times the superintendent has the opportunity to work with parents and local building personnel before a hearing is conducted. As part of this effort, the Office of Special Education has funded a technical assistance project to explore what these alternative methods are and which ones appear to be successful in resolving disputes. In addition, the Office of Special Education's Regional Resource Center program is identifying successful practices in procedural safeguards, including less adversarial dispute settlement methods, with particular emphasis on practices in urban and rural settings, and will disseminate such information to the states.

- o In training hearing officers, the state education agencies in the NASDSE (1980) sample concentrated on the following topics: (a) procedural matters such as how to question witnesses, admit evidence, and maintain control over the hearing; (b) decision writing such as how to write a decision consistent with the law and with the appropriate supporting evidence; and (c) an introduction to special education terminology and programs.

REMAINING CHALLENGES

Notice to Parents

- o The 1979-80 Office of Special Education monitoring visits found that almost without exception, school districts notify parents before making an evaluation, placement, or programming decision. However, in 37 percent of the 275 sites visited, the notices lacked both information about the types of tests that might be used to evaluate the student and specific reference to which program options were considered but not selected for implementation. The final report of a Cambridge Workshop (1980) study on parental involvement highlights the negative reaction of parents to incomplete notices. Parents reported that they often felt unprepared for meetings with school staff and that they had to rely on other parents whose children were in special education for information on what would happen at the meetings. This lack of information from the schools reinforced a feeling that school personnel did not truly welcome their participation in the special education planning process. The Office of Special Education has required the states to ensure that adequate notice is given to parents. Previous reports have noted that the Office for Civil Rights and the Office of Special Education jointly funded the development of technical assistance packages on providing notice to parents and obtaining parents' informed consent. This project produced its materials in April

1981 and disseminated them to state and local education agencies through the Regional Resource Centers funded by the Office of Special Education. In addition, the project has provided technical assistance to New York City, Philadelphia, and Chicago on providing notice to parents.

- o The monitoring visits also found that a significant proportion of districts had incorrect or incomplete statements regarding procedural safeguards. In 45 percent of the districts, the independent evaluation safeguard was either missing or, more frequently, the notice incorrectly stated that the evaluation would always have to be done at the parents' expense. The surrogate parent provision was missing in 47 percent of the districts because either the state did not have a surrogate parent policy or a policy had not been widely disseminated. Finally, 32 percent of the districts did not fully explain the hearing process or provide the name of the person or agency that the parents should contact to request a hearing. Besides requiring that state education agencies clarify and disseminate their policies concerning parent notification in each of the areas discussed above, the Office of Special Education contracted with the Massachusetts Federation for Children with Special Needs to develop a legal analysis of the parent surrogate provisions and is developing a policy paper in the area of parent surrogates.

Informed Consent

- o When parents agree to an initial special education evaluation or placement, they are asked to give their informed consent. In more than 20 percent of the districts visited during the 1979-80 Office of Special Education monitoring visits, schools either did not ask for signed approval or did not adequately explain what parents were consenting to. As noted under Notice to Parents above, the Office of Special Education in conjunction with the Office for Civil Rights has awarded a contract for the dissemination of relevant materials to state and local education agencies through the Regional Resource Centers. These materials include checklists of required information, examples of acceptable notices, and supplementary information frequently requested by parents.

Confidentiality Procedures

- o Office of Special Education monitoring visits found that particular confidentiality requirements were not adequately implemented in the following percentages of districts: record of access, 32 percent; destruction of records, 22 percent; location of records, 33 percent; and list of personnel with access authority, 29 percent. The appropriate corrective actions were cited in the monitoring report to each state, and each state has responded either by changing state laws, codes, or guidelines or by modifying state education agency monitoring procedures.

CONCLUSION

As with the individualized education program and the least restrictive environment requirements, it appears that state and local education agencies have developed the capacity to implement the procedural safeguard requirements of P.L. 94-142. The remaining implementation problems would appear to call

essentially for technical assistance activities to assist state and local education agencies in resolving unique problems.

6. Protection in Evaluation Procedures

P.L. 94-142 (Section 612(5)(C)) and the accompanying regulations (Sections 300.530-300.534) require that a multidisciplinary team use several criteria and sources of information for judging whether a student qualifies for special education. The judgment must be based upon results from valid instruments which take into consideration the language and cultural background of the student being evaluated. Further, these instruments must be administered by qualified professionals. Special procedures must be followed when evaluating a student who may be learning disabled in accordance with P.L. 94-142 (Section 602(15)) and its accompanying regulations (Sections 300.540-300.543). Once found eligible for special education, a student must be reevaluated at least once every three years to determine whether special education is still appropriate. These provisions are intended to reduce the possibility of a student being misclassified either because of being inappropriately evaluated or because of no longer requiring special education and related services.

The 1979 Semiannual Update on the Implementation of Public Law 94-142 described the efforts made by the states to change their laws and regulations to meet the P.L. 94-142 requirements. The 1978-79 Office of Special Education monitoring visits found these changes inconsistent with P.L. 94-142 in only 3 of 16 states visited. Revisions were prescribed and were subsequently incorporated into each of the three states' laws and regulations.

The laws and regulations regarding protection in evaluation procedures appeared to have been translated to a great extent into appropriate practices. The 1978-79 Office of Special Education monitoring reports and case studies of 22 local education agencies in nine states (SRI, 1978) indicated that several different types of assessment instruments were being used in evaluating potentially handicapped students. In addition to the usual psychological and achievement testing, some districts were beginning to routinely collect information on all referred students concerning their social development both at home and school and their physical history. School districts were increasing their use of teachers in making more precise assessments of each referred student's academic strengths and weaknesses and of the particular conditions--small group or one-to-one instruction, for example--under which the student seemed to best learn. The results of the assessments were weighed by a multidisciplinary committee which used more than one criterion to decide whether a child was eligible for special education.

At the same time that schools were increasing their efforts to collect and consider a wider range of assessment results, they were also beginning to receive more and more referrals for special education and to perform reevaluations for currently enrolled special students. (In many cases, state education agencies began setting timelines for completing evaluations in a timely fashion. (P.L. 94-142 does not require such timelines.) The convergence of these forces led to

delays in assessing some students, and to waiting lists. The Second Annual Report to Congress reported strategies used by some school districts for reducing the number of children waiting for the evaluation process. This topic is discussed in more detail in the Child Identification, Location, and Evaluation section of this report.

In short, states have made significant changes in their laws and regulations in order to make them consistent with P.L. 94-142 requirements. Findings from the Office of Special Education monitoring visits and preliminary results of several case studies of implementation practices in local education agencies indicated that in the districts sampled, such laws were being translated into practice. The sections below will provide current information on the progress being made to implement the protection in evaluation provisions of P.L. 94-142 and a more detailed analysis of some of the difficulties that have arisen in such areas as testing in the native language, recruiting qualified personnel, and assuring appropriate identification.

ACCOMPLISHMENTS

Procedural Compliance

- o The 1979-80 Office of Special Education monitoring visits indicated not only legal compliance with P.L. 94-142 requirements but also a high degree of appropriate practice. All 17 states monitored during school year 1979-80 had enacted laws or regulations stating that multiple measures must be used to test potentially handicapped children, that tests must be administered in the student's native language, and that students must be reevaluated at least every three years. Over 90 percent of the districts and state-operated programs reviewed in these states were found to have practices consistent with these laws and regulations.

Inservice Training

- o In a survey of 23 states by NASDSE (1980), all reported having increased their inservice training regarding protection in evaluation procedures.
 - Last year Missouri trained a cross-section of 700 school personnel stressing informal assessment alternatives and the use of the Missouri Inventory of Developmental Skills.
 - Michigan, through its 22 resource centers, has begun coordinating with and providing grants to universities to develop inservice training and to update currently offered preservice programs in school psychology.
 - Several state education agencies reported that they have reviewed existing adaptive behavior measures and now train staff to use these measures in conjunction with standardized intelligence measures and achievement tests. For example, Arizona, California, Illinois, Missouri, Mississippi, North Carolina, and Texas have offered inservice training in the use of the System of Multicultural Pluralistic Assessment (SOMPA).

Management Information Systems

- o Districts in such place as Boston, Dallas, Johnson County, Indiana, and Franklin Pierce District, Washington, have developed computerized management information systems to systematically record and update information on students being tested, with what tests, by whom, and whether parental consent for evaluation was obtained. These systems periodically provide updated lists of students who require reevaluations. To encourage this effort, the Office of Special Education has provided direct technical assistance to New York and other cities in designing and implementing management information systems. In addition, the Office funded the preparation of a guidebook for developing such systems.

Innovative Use of Personnel

- o School districts such as those in Corpus Christi, Texas, and Fairfax County, Virginia, are beginning to assign personnel to function as case managers. The case managers ensure that each evaluation instrument, interview, or observation is conducted properly and on schedule, and that the evaluation results are communicated to all individuals participating in the group decision-making process (Applied Management Sciences, 1980). They also schedule meetings at times convenient for both parents and school personnel to discuss the results of the evaluation. Similar arrangements were observed during Office of Special Education monitoring visits in Wisconsin, where personnel were assigned to ensure that tests were administered appropriately, that the results of evaluations were documented, and that the group decision-making process was functioning effectively.

Special Groups

- o Rural districts are more often entering into contracts with various public and private agencies for previously unavailable diagnostic services. The National Rural Research and Personnel Preparation Project (1980), which reported survey results from 75 local education agencies and cooperatives in 17 states, found that a high priority among rural districts was to provide all students with a comprehensive health examination. Before P. L. 94-142, approximately one-fifth of all rural local education agencies and cooperatives in the study sample had no health services available to handicapped students. After P.L. 94-142, all districts offered such services, including diagnostic examinations.
- o School districts with large concentrations of Spanish-speaking children--Dallas, Houston, and San Antonio, for example--are contracting with local universities for translators, are more frequently using nonverbal measures in evaluating non-English-speaking students, and are frequently reevaluating students shortly after placement into special education in order to verify initial eligibility decisions.

Interagency Cooperation

- o The 1980 Report to Congress on Head Start illustrates the impact P.L. 94-142 is having across federal agencies. All Head Start programs were using the P.L. 94-142 requirements when evaluating potentially handicapped children for participation in Head Start programs.

REMAINING CHALLENGES

Assessment Procedures for Learning Disabled Students

- o Although the states were found to be meeting the general nondiscriminatory evaluation requirements, Office of Special Education monitoring visits disclosed three states that had inadequate learning disabilities regulations. Even in states with acceptable laws and regulations, 23 percent of the districts were found to be misinterpreting the criterion of disability--achievement discrepancy; 25 percent to be lacking a written report of the evaluation; and 45 percent not to be performing classroom observations on students. In correcting these problems, additional effort appears to be necessary at the state level to inform local districts about these requirements and to provide training in performing classroom observations and in documenting results. The Office of Special Education will be monitoring this situation and will provide special technical assistance if it seems called for. In addition, the Regional Resource Centers will disseminate information concerning appropriate and effective assessment techniques for evaluating children with specific handicapping conditions, including those with learning disabilities.

Recruitment of Qualified Personnel

- o States and local districts are making special efforts to recruit diagnostic personnel (NASDSE, 1980). However, few qualified personnel apply for positions in rural districts because of geographical isolation from an urban center and the extensive travel required of itinerant staff members. Similarly, employment in urban school districts is sometimes unattractive for such reasons as the more competitive pay and fringe benefit scales of private agencies. These and other factors are reported to account for the fact that two-thirds of the 60¹ recent graduates in psychology and counseling in one state left the state (and the state itself had little success in out-of-state recruitment). Although the Office of Special Education cannot change local employment practices, it does assure that the state education agencies have implemented the P.L. 94-142 requirement that they develop a comprehensive plan for personnel development, and it will continue to provide financial assistance for training such personnel as school psychologists. In 1979-80, by supporting nine University Affiliated Programs, the Office's Division of Personnel Preparation contributed to the preparation of 270 school psychologists. The Division of Personnel Preparation additionally supported 12 training projects or program components administered by state education agencies, institutions of higher education, and professional organizations that have trained approximately 250 school psychologists.

Special Groups

- o A continuing concern has been the disproportionate representation of minority group students, particularly black students, in classes for the mentally retarded or the seriously emotionally disturbed. Many states have responded by inaugurating referral review procedures designed to reduce the number of students inappropriately referred for special education evaluation. A number of local school districts have completely reevaluated students currently placed in special education to ensure that no students were inappropriately placed. Reports from the states involved indicate that these efforts have generally resulted in more appropriate representations of racial/ethnic groups. More on this topic appears in the section on Child Identification, Location, and Evaluation.
- o Even though exemplary efforts are being made in testing students in their native language, some districts have not been successful in recruiting bilingual testers, especially Hispanics (NASDSE, 1980). The problem is especially severe for such low-prevalence languages as Vietnamese, Chinese, Farsi, and many others. Several school districts use interpreters who assist evaluators. However, these interpreters are generally untrained in special education and unfamiliar with the concepts they are expected to communicate (NASDSE, 1980). In order to address the native language issues as well as assessment issues in general, the Office of Special Education is developing a technical assistance network through the Regional Resource Centers to identify and disseminate information concerning successful practices for the nondiscriminatory evaluation of students. In addition, the Office is conducting a nationwide study of a representative sample of 100 urban, suburban, and rural local education agencies in 36 states to describe the state of the art in assessment practices. The findings from this study will be reported in the 1983 Annual Report. In the interim, the Office will present in the 1982 Annual Report findings from an initial investigation into the nature and extent of waiting lists.

7. Private Schools

Public Law 94-142 (Section 613(a)(4)) and its accompanying regulations (Sections 300.400-300.452), as amended by Education Division General Administrative Regulations. (EDGAR, Sections 76.650-76.663) have been concerned with two types of private school placements: (a) those made by a public agency and (b) those made by the parents of a handicapped child.

When a public agency places a handicapped child in a private school, the state education agency must insure that the child is provided special education and related services in accordance with an individualized education program (IEP) that meets the IEP requirements of the law. These services must be provided at no cost to the parents, in a facility which meets the standards that apply to state and local education agencies. In addition, the state education agency must insure that the child receives all of the rights accorded to handicapped children served by public agencies. Further, the state education agency must monitor compliance, disseminate copies of applicable standards to each private school and facility to which a public agency has referred or placed a handicapped child, and provide an opportunity for those private school facilities to participate in the development and revision of state standards which apply to them.

When a free appropriate public education is available, but the parents of a handicapped child prefer to place their child in a private school, the public agency is not required to pay for the child's private school education. However, the state education agency must insure that--

To the extent consistent with their number and location in the State, provision is made for the participation of private school handicapped children in the program assisted or carried out under Part B by providing them with special education and related services (P.L. 94-142 regulations, Sections 300.451).

The public agency must consult with "appropriate representatives of students enrolled in private schools" in designing programs for private school children and must ensure that private school children receive benefits comparable to those received by public school students.

In the 1979 Semiannual Update on the Implementation of Public Law 94-142, it was reported that most states had policies and procedures consistent with the P.L. 94-142 private school regulations. The Update further noted that the Office of Special Education intended to look more closely at local implementation of these policies and procedures. Thus during the 1979-80 school year, the Office of Special Education visited at least one private school and/or talked with representatives of private and parochial schools in all but one of the 17 states visited. Compliance with the private school regulations was examined in 172 local or intermediate level sites.

CHILDREN PLACED IN PRIVATE SCHOOLS BY THE LOCAL EDUCATION AGENCY

In meeting their responsibilities to provide a free appropriate public education to all handicapped children, virtually all local education agencies have expanded their ability to serve handicapped children who previously would have been placed in private schools. These children are now able to live at home and have greater contact with their nonhandicapped peers.

ACCOMPLISHMENTS

Increased Services Provided in the Public Schools

- o In a report on private school placements, NASDSE (1980) found that in three school districts and three intermediate education units in six states approximately 1 out of every 150 handicapped children had been placed in private schools during the 1979-80 school year. The figures were dramatically different for three other districts--in two Southern states, approximately one out of every 1,500 students had been placed in a private setting and at the other extreme, one Eastern urban district had placed 1 out of every 13 handicapped children in private settings. In general the districts and intermediate units reported that only severely handicapped children were placed in private schools--children needing 24-hour care or a combination of services (medical or psychological and educational) not readily available within the public school setting. Five of the nine districts or intermediate units said that emotionally disturbed or behavior disordered children represented a majority of their private school placements. However, all but one of these districts had developed programs to increase services to emotionally disturbed children within the public schools.
- o Like the NASDSE report, the SRI (1980) report found that in general local education agencies are placing only a few handicapped children in private settings.

REMAINING CHALLENGES

Appropriateness of Placements

- o As local education agencies have increased their ability to serve handicapped children in the public schools, they have sometimes run into conflict with parents who believe that a private school offers a more appropriate program for their child. In fact as reported in the procedural safeguards section of the report, a high percentage of all due process hearings across the country have been initiated to resolve this conflict. In many instances, conflict resulted when, after the passage of P.L. 94-142, a local education agency

attempted to transfer a child to a public program from a private program (NASDSE, 1980; SRI, 1980). The parents argued that they were satisfied with the private placement and saw no reason to have their child served in a new setting. New Orleans, Louisiana, resolved this problem by passing special legislation providing funds to continue paying for the private school placement of children already being served in private schools (NASDSE, 1980), while requiring that all newly identified children be served in a public setting unless the Regional Review Committee determined need for a private setting. Solutions such as this have helped local education agencies get through the period where they are gaining experience in providing services to handicapped children previously served in private settings.

Fiscal Responsibility

- o The Office of Special Education monitoring teams cited six sites in four states because they required parents to pay for some of the services the child received in a private setting. In one of these states, Illinois, a group of parents of severely emotionally disturbed children filed a class action suit, Gary B. v. Cronin, in December of 1979, contending that regulations adopted by the Illinois Governor's Purchased Care Review Board (GPCRB) were in violation of P.L. 94-142 and Section 504 of the Rehabilitation Act. The suit noted that GPCRB regulations did not consider related services, such as psychotherapy, to be educational services and thus did not allow them to be paid for by the state as part of tuition charges. Parents were having to bear the cost. In addition, in February of 1980, the Office for Civil Rights found Illinois to be out of compliance with Section 504 because parents frequently had to pay the difference between GPCRB approved rates and the actual costs of serving handicapped children in private facilities. In July 1980, a preliminary injunction was issued in the United States District Court, Northern District of Illinois.
- o Another class action suit, Gittleman v. Scanlon, was filed in Pennsylvania (which was not visited during this year's Office of Special Education monitoring visits) on behalf of a child whose parents had to pay the difference between the state's legal maximum payment of \$9,500 and the actual charges for private residential treatment of more than \$20,000 a year. The class, which was due for certifications by December 1980, includes all handicapped children who because of the state maximum are not receiving a free appropriate public education. In an audit of state-approved residential schools, all were found to cost more than the maximum payment allowed by the state law.
- o The Office of Special Education monitoring teams found that parents are sometimes being asked to use their health insurance to pay for counseling and therapy services in private residential settings. The Office of Special Education's policy, now under review, does not prohibit this practice as long as parents do not incur a financial cost or voluntarily agree to the use of insurance benefits to pay for covered services.

Individualized Education Programs

- o During the Office of Special Education monitoring visits it was found that mandated IEP procedures were not always followed when a local education agency placed a child in a private setting. Twenty-three sites in 11 states were

cited for problems in carrying out the IEP requirements of the law. The two problems most often found were first, that children had been placed in a private setting before their IEP had been developed (12 sites in six states), and second that the local education agency representative had not been involved in developing the IEPs (seven sites in four states). In each instance corrective actions were required.

CHILDREN PLACED IN PRIVATE SCHOOLS BY THEIR PARENTS

All states have policies and procedures in place for complying with the P.L. 94-142 requirement that handicapped children placed in private schools by their parents be identified by the local education agency and be afforded a genuine opportunity to receive special education and related services from the local education agency. Only recently, however, have local education agencies felt ready to undertake implementing these policies and procedures. The 1980 SRI and NASDSE studies and Office of Special Education monitoring visits all indicate that though much is left to be accomplished in this area, progress is being made.

ACCOMPLISHMENTS

Evaluations

- o More than half of the 17 districts in the SRI (1980) study were found to have performed evaluations in the 1979-80 school year if they received referrals from private schools or from the parents of children in private schools. In three of the nine states in the SRI study, local education agencies have traditionally provided diagnostic services to the private schools within their jurisdiction. At least two local education agencies in a fourth state expanded their diagnostic efforts in 1979-80 and another made the commitment to do so after the Office of Special Education monitoring visit. In one district, school psychologists are allocated time to conduct testing in parochial and other private schools. In another, a local education agency social worker is designated as the liaison consultant to the private schools in the area. As part of this role, the social worker helps an educational diagnostician do prereferral screening in the private schools and coordinates all referrals from the private schools.

Direct Services

- o The SRI report indicated that about half of the districts in the study provided direct services to private school handicapped children in the 1979-80 school year. Most often involved were children with speech impairments and children with specific learning disabilities.

- o The NASDSE report described efforts in Houston, Texas, Philadelphia, Pennsylvania, and the state of Maryland to ensure that handicapped children in private schools have special education and related services available through the public schools.
 - The public schools and the Catholic schools in Houston worked together to develop procedures for providing services to handicapped children in parochial schools. The Catholic schools agreed to follow Houston's procedures for locating handicapped children and to assume responsibility for referring children to the Houston public schools for assessment. Children identified as handicapped will have several service options available. For mildly handicapped children, the Houston public schools will provide inservice training to parochial school staff, who will then serve the children within the parochial schools. For more severely handicapped children, placement in the public schools will be offered to parents during the IEP meeting, which will be attended by both public and parochial school staff. If parents prefer, dual enrollment will be allowed and the child will receive special education and related services in a public school.
 - Philadelphia has an Office of Nonpublic Schools which is responsible for assisting the public schools with procedures for identifying handicapped children. The Office of Nonpublic Schools assumes a facilitation role with the parochial schools and public schools. The Office has hosted meetings with parochial school personnel to inform them of the services available to parochial school handicapped students through the public schools. The customary pattern is for the Office to arrange for such students to obtain services from the public school closest to their parochial school. The children are transported to the public schools to receive special education and related services. Vans are provided by the Office of Nonpublic Schools for remedial, tutorial, or specialized services for children who may be in need of special education. In the 1979-80 school year, speech language services were provided by the public schools to 3,257 parochial school children. In addition, 30 mildly to moderately handicapped parochial school children received services through a dual-enrollment program in two of Philadelphia's school districts. In the 1980-81 school year, all of the school districts are participating the dual-enrollment program. It was noted that one of the key factors in the success of this program is that the Director of Special Education and the Director of Nonpublic Schools both report to the same person, the Associate Superintendent for External Operations.
 - As part of a statewide awareness campaign, local education agency administrators in the state of Maryland met with the nonpublic school administrators to inform them of services available to parochial school students through the public schools. In addition, inservice training has been provided to parochial school staff regarding the mechanics of the referral process. Historically, severely handicapped children have been automatically referred to the public schools. Within the past year the public schools have established procedures for reporting and

serving mildly to moderately handicapped students who attend parochial schools.

REMAINING CHALLENGES

Need to Provide Services

- o Although there has been some progress in implementing the Private School provision of the law, much still needs to be done. Twenty-nine sites in nine states were cited in the Office of Special Education monitoring reports for not being in compliance in this area. Some local education agencies have refused to provide services to private school children on the basis of the extra costs involved. In such instances the Office of Special Education has instigated corrective actions.

CONCLUSION

Through the efforts of federal, state, and local education agencies, services are becoming available not only to those children enrolled in public schools but to all handicapped children regardless of setting. Both federal and state monitoring efforts have played significant roles in bringing attention to the needs and rights of handicapped children in private settings.

R4

8. Comprehensive System of Personnel Development

P.L. 94-142 (Section 613(a)(3)) and its accompanying regulations (Sections 300.380-300.387) requires each State Program Plan to describe the state's programs and procedures for developing and implementing a comprehensive system of personnel development (CSPD). The regulations call for the state education agency to ensure broad-based participation of other agencies and institutions in the planning and delivery of statewide preservice and inservice training. Further, assessments are required to determine the number of personnel and the types of training needed.

The Semiannual Update on the Implementation of Public Law 94-142 (1979) indicated that most states had established statewide planning committees for implementing a comprehensive system of personnel development; that inservice training for regular education teachers had increased; that greater numbers of Hispanic, Native American, and black personnel were being trained to work with handicapped children than ever before; and that the National Inservice Network had been instituted to link interested service providers. The report also cited the following: a need for more inservice training, particularly for teachers of children with low-incidence handicapping conditions and for teachers in rural areas; a need for a solution to the problem of attrition in rural areas; and a need for certification of all special education personnel.

The following sections describe the accomplishments during the 1979-80 school year and the challenges still remaining.

ACCOMPLISHMENTS

Planning

- o A 1980 study by Schofer and Duncan supported by the Office of Special Education indicates that membership on state CSPD committees is becoming increasingly more broad based. In addition to the personnel reported in 1978 (state education agency personnel, personnel from institutions of higher education, public school personnel, parents of handicapped children, and representatives of the state advisory committee on P.L. 94-142), committee members currently include personnel from teacher unions and professional organizations, and handicapped persons.
- o Sixty percent of the states have reported that they coordinate the planning required by P.L. 94-142 with that required under P.L. 95-561, the Elementary and Secondary Act, Titles IV-B and V-C.

Training

- o Fifteen state education agencies are designating P.L. 94-142 funds for inservice training. For example, Alaska, Illinois, West Virginia, and Wyoming require that 10 percent of state administrative funds be used for this purpose, and Pennsylvania and North Dakota, 5 percent each (Shofer & Duncan, 1980).
- o The National Rural Research and Personnel Preparation Project (1980) found that 71 percent of the 75 local education agencies and cooperatives in the study provided inservice training for regular educators working with handicapped children in 1979-80. This percentage compares to only 23 percent providing such training before the passage of P.L. 94-142. The study also found that in 1979-80, 40 percent of the districts and cooperatives surveyed conducted needs assessments to plan inservice training, 37 percent involved teachers in planning, and 24 percent paid teachers to attend training sessions. Before the passage of P.L. 94-142, the percentages were 15 percent, 8 percent, and 11 percent, respectively.
- o The Office of Special Education's Division of Personnel Preparation expended \$11.875 million in fiscal year 1979 on 207 projects funded on an annual basis to provide inservice training for regular classroom teachers across the nation. The original fiscal year 1979 estimate for the number of teachers to be trained was 46,000. The use by many projects of a "trainer of trainers" model resulted in an increase to 83,000 teachers actually trained.
- o Professional organizations such as the National Education Association and the American Federation of Teachers have been involved in the inservice training effort of the Division of Personnel Preparation through reviewing training materials, modifying them, and identifying additional training needs, types of materials still needed, and new directions in training.
- o The National inservice network, a project at Indiana University funded by the Office of Special Education, is pilot testing statewide systems for inservice training in Colorado, Indiana, and Maine.
- o The Division of Personnel Preparation is currently supporting 141 Dean's Grants to assist in the preparation of regular educators at the preservice level. From 1975 through 1980 a total of 205 Dean's Grant projects have been supported by the Office. The institutions involved in this initiative prepare approximately 38 percent of the new teachers in the nation. The projects are designed to help faculty members at institutions of higher education acquire the particular knowledge and skills necessary to train school personnel to meet the challenges of implementing P.L. 94-142 and to provide institutions of higher education with funds for redesigning curricula. Individual departments and schools of education have used various approaches to making curricular changes, including--
 - Adding specialized courses on the education of handicapped students to traditional courses of study;
 - Incorporating content related to the education of handicapped students into existing courses; and

- Revising the entire teacher education program, including foundations of education, the social and physical sciences, and professional and clinical studies.

At the conclusion of the three-year funding period, 69 percent of institutions with Dean's Grants indicate that their goals for regular education curricular change have been achieved or are near completion.

Dissemination

- o In the past year, dissemination of information and promising practices in the area of personnel development has begun to emerge as a focus of CSPD activities within the states.
 - CSPD personnel in state education agencies have begun to collaborate closely with existing dissemination projects and resources in order to obtain and disseminate information and promising practices on a regional or national basis. Examples are Florida, Massachusetts, Pennsylvania, and Virginia.
 - Networking (i.e., linking relevant agencies for the purpose of exchanging information and resources) has been initiated by CSPD personnel in Kansas, North Carolina, and Texas.
 - A number of states, including Massachusetts and Texas, are now using validation procedures patterned after those of the Department of Education's Joint Dissemination Review Panel in order to certify practices as effective before using state funds for dissemination and replication.
- o The National Inservice Network disseminates the techniques, training designs, and materials developed by Regular Education Inservice (REGI) project directors.
 - Some 6,000 copies of a publication describing quality practices in inservice training has been disseminated. This publication is based on the knowledge of over 300 persons with experience in inservice training, including REGI project directors, state education agency personnel, teacher center personnel, and members of the National Education Association and the American Federation of Teachers.
 - Approximately 600 copies of a publication describing how to conduct a personnel needs assessment are now in circulation.
 - A publication summarizing the findings of 14 projects which developed systems for determining special education competencies needed by regular education teachers has been circulated to over 200 organizations.
 - Nearly 500 copies of a resource catalogue describing inservice training materials developed by projects funded by the Division of Personnel Preparation and nearly 400 copies of a publication describing the projects have been disseminated.

- Over a two-year period, a total of 10,242 requests for information have been answered. The information was requested by 1,095 different agencies, 75 percent of which did not belong to the National Inservice Network.
- o The Dissemin/Action project funded by the Division of Personnel Preparation fosters development of model components of CSPD that have proven to be effective and are replicable and disseminates these through Counterpoint, a semi-annual publication distributed to over 15,000 regular and special educators interested in personnel development.

REMAINING CHALLENGES

Personnel

- o Data from the 1978 and 1979 State Program Plans indicated a shortage of 63,951 special education teachers for the beginning of the 1978-79 school year and a need for 52,168 school staff other than special education teachers to meet the requirements of P.L. 94-142. Substantial personnel shortages in almost all areas of special education and related services were also reported by the state coordinators of CSPD (Shofer & Duncan, 1980).
- o The National Rural Research and Personnel Preparation Project (1980) reported that recruiting and retaining qualified staff comprised the most serious problems in implementing P.L. 94-142 in rural areas. Social isolation, weather problems, inadequate housing, and low salaries were cited as the reasons for the difficulty in recruiting and retaining staff, with some positions remaining unfilled for months and even years. Some states reported that they have a turnover rate of from 30 percent to 50 percent a year in rural areas and that every three years they have almost an entirely new staff. The Rural Research Project is identifying and disseminating successful practices used to overcome these problems.

Training

- o Staff development was identified as a serious problem by 48 percent of the 75 districts and cooperatives in the National Rural Research and Personnel Preparation Project (1980). Because of high attrition rates in rural areas, staff development activities need to be reinitiated at least every two years.
- o Continued efforts need to be made in training teachers skilled in meeting the needs of multicultural/bilingual students. The Division of Personnel Preparation has funded 10 projects designed to address this problem. One representative project is preparing teachers to work with these children, another is training American Indian teachers to work with Indian children with communication disorders, and a third is providing inservice training to regular and special education personnel in issues related to providing special education services to minority group children. In addition to these special projects, 99 percent of all historically black institutions of higher education are participating in training activities supported by the Office of Special Education through a grant to the National Alliance of Black School Educators.

- o Cooperation and coordination among agencies serving handicapped children and youth require painstaking agreements, understandings, and training of the personnel involved if they are to be truly effective. One substantial collaborative initiative undertaken by the Office of Special Education emphasizes career preparation for handicapped students. Areas of particular concern are exposure to career concepts from kindergarten through Grade 12+, vocational evaluation and adapted programming for moderately and severely handicapped students, and vocational education for postsecondary handicapped students. Interagency cooperation and agreements are being undertaken among special education, vocational education, and rehabilitative services for training special, vocational, and regular educators; counselors; employers; parents; rehabilitation personnel; and handicapped persons.
- o Parent training in the rights of handicapped children, and the ways to exercise them, is also being given high priority by many districts. The Office of Special Education, through its personnel preparation grants, currently supports 60 parent training projects that affect almost 2,000 parents annually.

Dissemination

- o In response to a need for information concerning the problems of bilingual/bicultural handicapped students, one effort currently under way is a project undertaken by Dissemin/Action funded by the Division of Personnel Preparation in collaboration with the Bilingual Clearinghouse in Arlington, Virginia. This project is preparing a booklet scribing available products and services in bilingual education.

CONCLUSION

Significant progress has been made in increasing inservice opportunities. However, the states report that a serious need exists for additional instructional and related services personnel who are trained to work with handicapped children.

9. State Education Agency Responsibility for All Programs

Section 612(6) of P.L. 94-142 is customarily referred to as the "general supervision" clause. It states:

The State educational agency shall be responsible for assuring that the requirements of this part are carried out and that all educational programs for handicapped children within the State, including all such programs administered by any other State or local agency, will be under the general supervision of the persons responsible for educational programs for handicapped children in the State educational agency and shall meet education standards of the State educational agency.

This requirement raises two implementation issues, regarded by states as major challenges. The first is explicitly stated above: the state education agency is the ultimate responsible agency for all educational programs for handicapped children. Thus, a major function of the state education agency is to monitor all educational programs for handicapped children in the state.

The second implementation issue has resulted from a misinterpretation of the "general supervision" clause when read in conjunction with the free appropriate public education (FAPE) and "no cost" requirements of the law. P.L. 94-142 requires that all handicapped children, within specified age ranges, be provided special education and related services according to the child's unique needs, in conformance with the child's individual education program (IEP), and at no cost to the parent. Because of these requirements, some state and local agencies that had traditionally provided services for handicapped children have withdrawn services, on the premise that P.L. 94-142 gives responsibility for handicapped children solely to the education agency.

Nonetheless, the legislative history related to the "general supervision" clause would seem to be clear. Congress intended to establish a central point of responsibility--namely, the education agency--for assuring that each handicapped child received a free appropriate public education. However, it was not the intent of Congress to make the education agency provide and pay for all services.

The Senate Report No. 94-168 included the following quotation from the U.S. Senate Committee on Labor and Public Welfare:

The Committee considers the establishment of single agency responsibility for assuring the right to education of all handicapped children of paramount importance. Without this requirement, there is an abdication of responsibility for the education of handicapped children. Presently, in many States, responsibility is divided, depending upon the age of the handicapped child, sources of funding, and type of services delivered. While the Committee

understands that different agencies may, in fact, deliver services, the responsibility must remain in a central agency overseeing the education of handicapped children, so that failure to deliver services or the violation of the rights of handicapped children is squarely the responsibility of one agency.

The Committee was fully aware that different agencies with different sources of funding were responsible for providing various services to handicapped children. However, the Committee placed a higher priority on single agency accountability than on administrative convenience.

The relevant federal regulation indicates that some state-level action is necessary to implement the "general supervision" clause:

The State must comply... through State statute, State regulation, signed agreement between respective agency officials, or other documents (Section 300.600(b)).

The comment following this regulation speaks of "a number of acceptable options which may be adopted," including interagency agreements, executive branch administrative directives, and changes in state law. The federal law leaves it up to each state to implement the general supervision clause in any way that it sees fit, within broad guidelines. The Semiannual Update on the Implementation of Public Law 94-142 (1979) reported that almost all states were meeting this requirement by developing interagency agreements and that more than 150 formal interagency agreements had been negotiated by the states at the time of the report.

The general supervision requirement clearly assigns the state education agency the responsibility for insuring that the law is carried out within the state. It does not, however, require the state education agency to provide financially for all special education and related services for all handicapped children in the state. In fact, the regulations specifically state that:

Each State may use whatever State, local, Federal and private sources of support are available in the State to meet the requirements.... (Section 300.301(a)); and

Nothing in this part relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services to a handicapped child (Section 300.301(b)).

Although the regulations clearly do not relieve other agencies or payers of their responsibilities, education agencies at both the state and local levels have suffered significantly from the withdrawal of services and support by public and private agencies and other sponsors. This phenomenon was noted in the Semiannual Update as an emerging issue. The report pointed out that agencies which had provided services prior to the enactment of P.L. 94-142 were "pulling out" and redirecting program dollars and attributing these actions to the "general supervision" requirement. Two examples were given: Houston, Texas, had estimated that \$1 million in new expenditures would be required to provide physical and occupational therapy not only to 1,400 new children but also to 300 children who had previously received services from other agencies. In Georgia, centers

for the severely retarded were funded by the Department of Human Resources under Title XX of the Social Security Act prior to Public Law 94-142. After the law was passed, several regional offices of that department refused to provide services for any school-age children, insisting that they were solely the responsibility of the education agency. This has considerably increased the fiscal burden for local education agencies.

State and local education agencies in all parts of the country are experiencing similar occurrences and have recognized a continuing need to promote interagency collaboration at all levels of government if handicapped children are to receive the special education and related services that are their right. Thus, a variety of activities have been undertaken to effect change at all three governmental levels.

STATE-LEVEL INTERAGENCY COLLABORATION

The challenges inherent to interagency collaboration are being met by states in a number of ways. For example, in a few states, legislation has been changed, in most states there have been changes in administrative procedures, and in some there have been changes in funding mechanisms.

ACCOMPLISHMENTS

Legislative Change

- o A few state legislatures decided that interagency collaboration could be brought about most effectively through legislation. For example, during 1980 the State of California passed Bill No. 2394, Section 56084, establishing a program to coordinate all available funding sources and to maximize state use of available federal funds for services to handicapped children.

Administrative Change

- o There are many examples of administrative change at the state level. It has been reported that in more than 30 states a state education agency staff member has been designated to be responsible for interagency coordination. Also, many state education agencies have established interagency task forces or committees to deal with pertinent issues.
 - In Massachusetts, a new position funded by the state education agency--Assistant Commissioner for Children's Services--has been established in the Department of Mental Health (DMH). This person is responsible for coordinating services for students under 22 years of age and for working cooperatively with the state education agency and DMH.

- In 1977, agencies providing services to handicapped children in Louisiana signed an agreement which paved the way to all future agreements. The agreement specified areas to be addressed, including standards, joint monitoring, rural services, and vocational services. Based on this document, the state education agency has begun developing separate agreements, by topic, with each of the agencies.

Changes in Funding Mechanisms

- o Some states have assisted the education agency in taking responsibility for the education of all handicapped children by changing their state funding mechanism. For example: Prior to the enactment of P.L. 94-142, the Louisiana Office of Mental Retardation controlled state funds for the Association for Retarded Citizens (ARC) day programs. After enactment, state funds for ARC day placements flowed through the state education agency to the local education agencies. Since the local education agencies have been responsible for placing children and for flowing funds to the ARC programs, the program standards have become higher especially in the area of staff certification.

REMAINING CHALLENGES

Legislative Changes

- o Local education agencies report that they have been confronted by legal and regulatory barriers to achieving interagency collaboration. Thus in several states legislators and policy-makers are undertaking to examine existing state laws and regulations, eliminate conflicting laws and regulations, and provide added flexibility to facilitate the efforts of local agencies to collaborate. The Regional Resource Centers supported by the Office of Special Education have been identified as a source of technical assistance in such efforts.

Additional Interagency Agreements

- o Because of its belief that through interagency agreements, states will be better able to meet the individual needs of all handicapped children, the Office of Special Education has funded numerous projects to encourage further interagency cooperation at the state level. A major area of concern is cooperation between health and education agencies, and the Office of Special Education and the Bureau of Community Health Services (Public Health Service) have jointly funded six demonstration projects in an effort to provide models of what can be done. For example, the Iowa Department of Public Instruction (DPI) and the Iowa State Services for Crippled Children (SSCC) are cooperating in providing multidisciplinary evaluation and planning services for handicapped children and in providing effective interdisciplinary training for evaluation and planning team members. Each region in the state operates a Community Child Care Center, developed and directed by a regional council composed of representatives of various child care agencies and consumer groups. The Iowa SSCC supports and trains core staff members for the centers and other staff members who are assigned from participating agencies, and the Iowa DPI is responsible for presenting a series of educational programs for all center

staff members. In addition to its other activities, the project is developing a common interagency communication system with a common vocabulary. Participants say that the effect of this project has been to create a new and cooperative working relationship not only between the educational and medical communities but among such other child care agencies as the Department of Special Services, Head Start, Public Health, and Mental Health. It is anticipated that at the conclusion of the grant period these programs will have state support and that a policy of interagency collaboration will have been established.

LOCAL-LEVEL INTERAGENCY COLLABORATION

To meet their responsibilities for the education of all handicapped children as defined by P.L. 94-142, district administrators felt impelled to reassess and realign their relationships with other agencies that provide education and related services to handicapped children. Thus all seven local education agencies in six states surveyed by NASDSE (1980) indicated that they were currently involved in some type of interagency collaboration, and that such collaboration was critical to effective service delivery. They also reported that interagency collaboration has resulted in overall cost savings. The types of interagency agreements described by local education agencies ranged from informal person-to-person arrangements to very formal agreements which included such stipulations as joint planning, common standards, shared activities, monitoring, and funding.

ACCOMPLISHMENTS

Informal Agreements

o Local education agencies that favored informal agreements indicated that, in some instances, formal agreements could be counterproductive because some agencies were reluctant to "having things down in writing." Thus, informal agreements could allow for greater flexibility. Other local education agencies viewed the process of formalizing interagency agreements as an inefficient expenditure of funds, personnel time, and other resources. Following are two examples of effective informal agreements:

- In Anderson District #5 in South Carolina an informal agreement has existed for the last eight years. Its components include the following:
 - (a) a vocational program serving 150 children in Grades 9 through 12 in which the local education agency provides the building and refers students, and Vocational Rehabilitation provides the equipment and an adjustment counselor;
 - (b) two self-contained vocational classes begun two years ago and now serving 25 handicapped students, including students who had dropped out of school;
 - (c) an arrangement by which students are transported from their home schools to a resource program for one to two hours per day. These students learn skills in such

areas as industrial arts, home economics, and auto mechanics. Job placements in the private sector are arranged for some of the students.

- In Gilford County, North Carolina, an unwritten agreement has been operating for two years with Head Start, the Health Department, and the local education agency. It provides for a screening roundup once a year and for an ongoing screening-referral program. The three agencies participate in the planning and implementation of the program. No funds are involved in this arrangement--only shared services.

Formal Agreements

- o As an example of a more formal approach, Independence, Missouri, and the Division of Family Services have a written agreement under which the school district provides Early Periodic Screening Diagnosis and Treatment (EPSDT). The Division of Family Services provides updated listings of Medicaid eligible children to the local education agency on a monthly basis, reimburses the local education agency for each screening examination performed, and provides follow-up for children referred for diagnosis and treatment. The local education agency provides screening for eligible children and appropriate staff to conduct all components of the screening, maintains a health file on each child given an EPSDT screening by the local education agency, contacts each recipient yearly for a dental screening, and develops an outreach program describing the EPSDT program to those eligible to participate. Both agencies have agreed to maintain strict confidentiality of records on individuals provided services under the agreement.

REMAINING CHALLENGES

Resources

- o Local education agencies report that interagency efforts require considerable staff time. As the SRI (1980) study points out:

Where there are quite a few children needing services from private or other public agencies, it takes much time to establish and maintain satisfactory links with those other agencies so that each handicapped child can be served.... Administrators in larger sites describe how difficult and time-consuming it is to deal separately with each agency and how one must deal with the priorities of each agency in order to get the services for school-referred children (SRI 1980, pp. 109-110).

In recognition of this problem, the Office of Special Education has funded 12 Direction Service Centers which systematically identify all available human services from social service agencies in a particular location and assist parents of handicapped children in obtaining the services they are eligible for. The Centers also identify redundant services within an area and needed services which do not exist and work with agencies to develop a comprehensive coordinated system of services. The 12 Direction Service Centers are developing strategies for encouraging human service agencies to fund and/or operate direction services and will provide technical assistance to public and private

agencies interested in implementing the direction service concept. In addition, the Regional Resource Centers are identifying and disseminating models of efficient interagency cooperation.

Authority

- o The SRI (1980) study further notes the problems inherent in the fact that the local education agency has no direct authority over the other agencies involved.

What LEAs have found in their attempts at coordination is that other agencies have their own priorities--meeting the demands of their own clients, responding to political pressures and working under financial constraints--that dictate their policies. Without more jurisdictional or financial influence, LEAs cannot persuade these other organizations to help in carrying out P.L. 94-142's mandate.

Local education agencies have tended to respond to this situation by trying to provide services themselves rather than rely on other agencies. Most agree, however, that lack of sufficient funds limits this option.

Case Management

- o An urgent need has been identified at the local level for continuous case management for each handicapped child. Though a child may be identified and screened by any number of agencies he may still "fall through the cracks" at some point in the process. A noteworthy federal effort in this area has been the Direction Service Centers described under Resources above. The Direction Service Centers are demonstrating the effectiveness of providing case management and coordination for individual handicapped children and their families and are encouraging other agencies to establish such centers.

10. State Education Agency Monitoring

The initial portion of this report's section on "State Education Agency Responsibility for All Programs" presents an explanation of the state education agency general supervision requirements under P.L. 94-142. A part of the state education agency's mandated role as the responsible agency is to monitor all educational programs for handicapped children provided not only by the local education agency but by all agencies in the state. State education agency monitoring requirements as found in the regulations of P.L. 94-142 (Section 300.601) were superseded by EDGAR regulations (Sections 76.101 and 76.772).

At the time of the passage of P.L. 94-142, states voiced considerable concern regarding the monitoring requirement. Traditionally, most state education agencies had functioned in a facilitating, technical assistance, "helper" role, and they were reluctant to become monitors or "enforcers" to the local districts. It was widely predicted that such a change would result in strain and conflict between themselves and local education agencies. To date, however, such problems do not appear to have materialized, at least not on a wide scale. To the contrary, numerous positive effects of state monitoring are being reported by both state and local education agencies throughout the nation (Tringo, 1980).

The requirement that state education agencies monitor educational programs provided by all other agencies within the state created even greater concern than the requirement to monitor local education agencies. The concept of one state agency achieving supervisory authority over another raised a myriad of political, fiscal and administrative issues. The comment section that accompanies the regulations to P.L. 94-142 cites alternative mechanisms states can employ in order to achieve this authority over the educational programs of other agencies, including written agreements; governor's administrative directives; and changes in state law, regulation, or policy. In most states written inter-agency agreements have been the preferred mechanism.

Federal regulations also require that states establish a complaint management system (EDGAR regulations, Sections 76.780, 781, and 782) as part of their supervisory function. In its State Program Plan, each state is required to describe a system for reviewing, investigating, and acting on complaints made by individuals, organizations, or agencies. In any instance when an individual or agency feels that the federal law or regulations are not being met, that person or agency is entitled to file a complaint with the state education agency. The state education agency is called upon to adopt procedures for receiving and reviewing the complaint and for conducting an on-site independent investigation, if necessary, and to resolve the issue within 60 days, unless an extension is granted.

The Semianual Update on the Implementation of Public Law 94-142 (1979) presented evidence indicating that the states were continuing to improve their

monitoring systems and to expand their monitoring capacities. There were significant increases noted in the number of state education agency personnel assigned to monitoring activities, the average number of personnel participating on site visits, the number of local education agencies monitored during the year, and the follow-up activities conducted after site visits. The Semiannual Update indicated that some weaknesses were evident in the states' monitoring of local education agencies and that more serious problems exist in the monitoring of educational programs in other agencies. The difficulties states were encountering in implementing the monitoring requirements were attributed, at least in part, to state education agency staff shortages and funding limitations. The Semiannual Update also contained information concerning the status of implementation of state education agency complaint management systems. Almost all states had presented adequate complaint management procedures in their State Program Plans. The number of complaints received in state education agencies varied from 0 to more than 100 during the year. A few states reported using complaint data in selecting sites to be monitored.

The Second Annual Report to Congress (1980) described a survey of state education agencies conducted by the Office of Special Education that indicated that all states had monitoring systems in place and that 30 percent of the states had improved or modified their monitoring procedures. The report stated that most state education agencies visited approximately one-third of their local education agencies annually and that 90 percent of the states conducted follow-up or corrective action visits in 1978. The report also pointed out that only 5 of the 21 states that were monitored during the 1978-79 site visits conducted by the Office of Special Education were found to be in full compliance with the monitoring requirements. Thus, it appeared that although all states had developed and implemented monitoring procedures, most were not adequately monitoring all provisions of P.L. 94-142 in all sites. The progress they made in the 1979-80 school year as well as the challenges remaining are discussed in the following sections.

ACCOMPLISHMENTS

Monitoring Procedures

- o The Office of Special Education has a variety of criteria for determining the effectiveness of state monitoring systems. One of these is that the state provide a written report to the local education agencies of its findings during the monitoring visit. During the 1979-80 site visits all but two of the 17 states monitored by the Office of Special Education were providing written reports to local education agencies.
- o A 1980 NASDSE survey of state education agencies indicated that five of the six states contacted were conducting on-site follow-up visits after the monitoring visits. The follow-up visits served to assure the state education agency that local education agencies were correcting procedures and practices that had been identified as being out of compliance.

Complaint Systems

- o During the past year, the Office of Special Education has focused greater attention on the implementation of the state education agencies' complaint management systems. Each state presented an acceptable complaint management system in its 1980 State Program Plan. However, although complaint procedures had been established, only a few states had adequately disseminated information about them to local education agencies and to parents and administrators. According to a 1980 study by NASDSE, state education agencies are now publicizing their complaint management systems more broadly and encouraging their use. Mechanisms being used to disseminate this information include the distribution of handbooks describing the complaint management systems, workshops for parents and teachers, presentations to PTA meetings, and the distribution of newsletters explaining the systems and how to use them. The state education agencies surveyed reported that their efforts to publicize the complaint management systems have resulted in an increase in the number of complaints received. During the 1979-80 school year the number of complaints ranged from 5 in one state to over 300 in another, in comparison to the range of from 0 to 100 during the 1978-79 school year. State education agencies reported that most complaints are registered by parents.

Impact on Local Education Agencies

- o States participating in the 1980 NASDSE survey reported that as a result of state education agency site visiting and follow-up, local districts were incorporating required standards and were moving toward improved quality of programming as well. These perceptions reported at the state level were confirmed at the local level by the SPI (1980) site visits to 17 local education agencies in nine states. The NASDSE survey indicated that there has been increased communication between state and local staff. The survey also showed that state monitoring reports often have provided local districts with the documentation necessary to persuade local school boards to support special education programs.
 - For example, in Illinois, it was reported that in a majority of the cases, school boards granted funds needed to initiate or improve services when the need was documented through the compliance monitoring process.
- o The NASDSE (1980) survey indicated that some states have heightened local administrators', teachers', and parents' awareness of the law and its requirements by including them as members of state education agency monitoring teams.

Technical Assistance to Local Education Agencies

- o Once monitoring visits are completed, state education agencies are using monitoring information to develop technical assistance programs for local districts to insure that corrective actions are taken. Local districts report that state education agency monitoring visits and followup technical assistance have increased their program effectiveness. Some states have used their P.L. 94-142 state allocations to assist local education agencies in meeting needs identified during monitoring visits.

- In Nevada, site visit findings indicated that speech/language services were inadequate in certain rural areas. As a result, the state education agency provided P.L. 94-142 funds to recruit and hire additional speech therapists to work in underserved areas in the state.
- In Louisiana, P.L. 94-142 state allocations were used to purchase additional assessment personnel where evaluation backlogs were identified.

REMAINING CHALLENGES

Monitoring Procedures

- o During the Office of Special Education monitoring visits in 1979-80 it was found that only one-third of the states visited were monitoring local education agencies every three years. The Office has required the states to meet this monitoring requirement.
- o In examining samples of state education agency monitoring reports, the Office of Special Education monitoring team members found that in many cases state education agencies did not require corrective actions per se, but set forth "recommendations" for change in local education agencies without specifying timelines. Only one-fourth of the states were conducting follow-up activities after site visits. The Office has called upon the states to specify corrective actions and timelines and to ensure that the actions have been taken.

Complaint Management Systems

- o During its monitoring visits, the Office of Special Education is continuing to focus on the effectiveness of the states' complaint management systems and plans to provide additional technical assistance to states in the development of state education agency complaint systems which will meet all regulatory requirements.

Monitoring of Educational Programs in Other Agencies

- o Although progress has been made in state education agency monitoring of educational programs in other agencies, this still presents a major challenge in many states. During the Office of Special Education's monitoring visits, it was found that in 13 of the 17 states visited, the state monitoring visit to educational programs in other agencies did not fully address the provisions of P.L. 94-142. In many states the standards of the state education agency were in direct conflict with those of the agency providing the educational program. For example, in most states handicapped incarcerated youth were not being afforded all the rights and safeguards of P.L. 94-142--certain due process rights, for example, and an education provided in the least restrictive environment--because these provisions proved to be in direct conflict with standards established by the agency entrusted with the youth's care and incarceration. As previously reported, the Office of Special Education has awarded a grant to M.H. Gerry Associates to develop guidelines for states to use in monitoring correctional facilities. In addition, the Office's model demonstration program

has awarded grants for demonstrating innovative practices in educating youth in correctional facilities.

Resources

- o State education agencies report that fiscal and personnel shortages continue to be major constraints to fully effective monitoring and complaint management systems.

CONCLUSION

Since the enactment of P.L. 94-142 in 1975, it is clear that the states have systematically been improving their ability to monitor all agencies providing special education and related services to handicapped children. Thus, the Office of Special Education plans to rely more on state monitoring of local districts and concentrate its own efforts on ensuring that the states continue to improve their capacity to monitor local implementation.

OFFICE OF SPECIAL EDUCATION ADMINISTRATION OF THE LAW

The Office of Special Education is responsible for administering P.L. 94-142. The Office has made extensive efforts to communicate to all levels of state and local governments, parents, and the general public the intent and requirements of the law. These efforts have included many meetings with individual states, discussions with and presentations to various professional and advocate organizations, and thousands of letters written to explain and clarify the law. They also have included targeting discretionary monies to provide information about the law to a variety of groups concerned with the education of handicapped children.

Great emphasis has been placed on assisting state and local education agencies in developing appropriate policies and procedures for implementing the law. Office of Special Education staff members have worked with the staffs of individual state and local education agencies and targeted discretionary monies to provide models and guidelines for implementing the provisions of the law.

This section reviews the major administrative activities of the Office of Special Education to assure the effective implementation of P.L. 94-142. The activities include policy development, review of state plans, monitoring, complaint management, technical assistance, and interagency coordination. These activities reflect the continuous efforts of the Office to implement administrative procedures which are sensitive to the emerging national capacity to provide all handicapped children a free appropriate public education while recognizing the need to allow states the flexibility to implement the law in a manner consistent with local precedents and resources.

POLICY DEVELOPMENT

The development, clarification, and review of regulations and policy for implementing P.L. 94-142 are major functions of the Office of Special Education. The philosophy of the Office has been to write minimum regulations and to amend and revise them as need and experience dictate. Throughout this process priority attention has been given to obtaining broad input from state and local education leaders, representatives of professional and advocate organizations, faculty and administrators of institutions of higher education, other federal policy makers, parents, and handicapped persons. Continuous efforts have been made to assure broad dissemination of Office policy clarifications, statements, and interpretations.

The initial regulations published in the Federal Register on August 23, 1977, reflect the Office's orientation to policy. Regulation Input Teams (RITs)

were convened to develop concept papers and recommendations for regulations related to each broad area of P.L. 94-142. The RTIs were comprised of representatives from all constituencies who would potentially be affected by the law. Proposed regulations were published in the Federal Register and over 1,000 letters were received in comment. In addition, public hearings were held in several regions of the country to obtain further public input. This input was used in revising the proposed regulations. The final regulations, as stated in the preamble, represented minimum standards and attempted to provide state and local education agencies the flexibility needed to accommodate variations in service delivery patterns and resources.

Once the final regulations were published, Office policy staff were involved in clarifying the regulations and issuing policy statements. These efforts often took the form of responding to individual letters and preparing bulletins to be sent to each state. Policy letters to individuals are more widely disseminated by being published at least once a month in the Education for the Handicapped Law Report.

The Office has also identified several areas where neither the statute nor the regulations address specific issues and has solicited public input concerning the perceived need for policy development in these areas. This process is illustrated by a December 1980 notice of intent published in the Federal Register soliciting input on seven areas where new policy may be needed.

During the coming year, the Office will review federal, state, and local experience in implementing the provisions of P.L. 94-142 to determine if there are aspects of the existing regulations that could be deregulated. The deregulation review is designed to find areas in which state and local education agencies can be provided more flexibility in implementing the law while assuring that handicapped children's and their parents' procedural and substantive rights are safeguarded as Congress intended.

STATE PLANS

States wishing to participate in the P.L. 94-142 program apply for funds by submitting a state program plan to the Department of Education. In their program plan, the states must describe the policies and procedures they have undertaken to comply with the provisions of the law and to obtain public review of the plan. The Office of Special Education staff assist the states in preparing their plans, review the plans, approve them or assist the states in revising them so that they become approvable, and award the state grants.

To assist the states in preparing their program plans, Office staff from the Division of Assistance to States held workshops to explain and clarify the administrative requirements of P.L. 94-142, consulted with state staff members, and provided written reviews of drafts of the plans. However, in the early years, assistance from the Office was not able to remedy certain types of problems which first required that state laws and regulations be changed or newly enacted. Thus, the first few years of preparing, reviewing, and approving state program plans were characterized by extensive variability in meeting timelines. This

variability was described in the Second Annual Report to Congress on the Implementation of P. L. 94-142 (1980).

The Office of Special Education has attempted not only through technical assistance but also through procedural changes to minimize the actual and perceived administrative burdens of the law. For example, by the second year of P.L. 94-142, states were notified that their annual program plans could incorporate by reference much of the procedural material that remained unchanged from one year to the next. In addition, the Office provided the states with copies of the review guide it used in analyzing state plans so the states could conduct their own assessment of the completeness and adequacy of their plans. The Office also encouraged states to submit draft plans to facilitate plan approval and the award of federal monies by July 1 of each year. In the first year that P.L. 94-142 funds were awarded, no states received funds during the first quarter of the funding period (July 1 to September 30). Two years later, 35 percent of the states received their funds in the first quarter. That figure increased to approximately 50 percent in 1980. Appendix 2, Table 15, shows the amount of the P.L. 94-142 awards since 1977.

During the past year, the Office of Special Education and the Office for Civil Rights (OCR) have more effectively coordinated their interactions with state education agencies. A memorandum of understanding (MOU) was developed which included a provision that OCR would have an opportunity to review state plans. The MOU also stipulated that the federal review and approval of state plans would not exceed 75 days. It is expected that this intradepartmental agreement will ensure greater overall consistency in the relationships between the states and the U.S. Department of Education.

The Education Amendments of 1978, which amend the General Education Provisions Act, sought to reduce the reporting burden on the states by no longer requiring them to submit an annual program plan. Instead, they submit a plan which remains in effect for three years. Although the approved state plan represents a formal agreement between the Office of Special Education and the state for the three-year period, funding occurs on an annual basis, as funds are appropriated. During the spring and summer of 1980 States submitted their first three-year plans. Finally, in a further effort to reduce federal reporting requirements, data previously incorporated in state plans are now incorporated as part of their end-of-year performance and fiscal reports. States have strongly endorsed this revised procedure because it permits actual results to be reported rather than projections or estimates, as was often the case when this information was incorporated as part of the state plan.

MONITORING

The Office of Special Education monitoring process includes: (a) preparation for on-site monitoring visits, (b) on-site monitoring visits, and (c) development of reports and follow-up procedures. During the first five years of implementing P.L. 94-142, the Office's monitoring activities have changed in response to the growing capacity of state education agencies to assure the availability of a free appropriate public education to all handicapped children.

Office of Special Education monitoring of state and local programs providing special education and related services to handicapped children was initiated during school year 1976-77. The monitoring process used by the Office and the procedural changes that have occurred from 1976 through 1980 can most readily be understood if this period is considered as two monitoring cycles. The first cycle included school years 1976-77 and 1977-78; the second, school years 1978-79 and 1979-80. During these two cycles, Office staff members visited approximately one-half of the states each year. Consequently, all states were visited twice during this period of time.

During the first cycle, the Office of Special Education prepared for on-site monitoring visits by reviewing state program plans for consistency with P.L. 94-142 requirements, analyzing information in the federal complaint management system, considering information obtained during interactions with the states, reviewing data from the Office's discretionary programs, and analyzing other available pertinent information. This preparation was considered adequate, since the focus of the initial monitoring visits was on assuring the existence of policy and the development of procedures consistent with the requirements of P.L. 94-142.

During the second cycle of monitoring, the Office of Special Education expanded its preparation activities and increased its efforts to target monitoring activities. All of the first-cycle activities described above were continued and the following activities were undertaken: Findings from the first monitoring visits and the states' responses to required corrective actions were carefully reviewed. Questionnaires were sent to a sample of local education agencies and state-operated and state-supported programs to obtain information for selecting districts to be site visited--both typical districts and districts that were likely to be experiencing difficulties in implementing P.L. 94-142 were selected. Further, pre-visits to the states were instituted to obtain additional information from parent groups for deciding which local education agencies to visit and to provide the state education agency a more thorough orientation to the purposes and procedures to be followed during the monitoring visits.

The first cycle of monitoring visits focused on assuring that policies and procedures for implementing P.L. 94-142 had been developed by the state education agency, that these policies and procedures had been adopted by local education agencies and other public agencies, and that they were broadly disseminated. On-site monitoring during this period typically consisted of from three to six staff persons visiting a state and determining whether in fact required policies and procedures had been developed and had been disseminated to local education agencies. Typically, in addition to the visits to the state education agency, the Office of Special Education monitoring team also visited 10 local education agencies and five state-operated or state-supported programs for the purpose of determining the extent to which state policy was being successfully disseminated and adopted.

The second cycle of on-site monitoring visits from 1978 to 1980 consisted of determining whether the policies and procedures developed and adopted during the first cycle were being adequately implemented. At the state level, increased attention was turned to assuring that adequate monitoring and complaint management systems were developed and implemented. At the local level, the focus was on implementation practices. For example, student files were examined for the

existence of an IEP, and teachers were interviewed to assure that the IEP was being implemented. Changes from the first to second cycle were characterized by greater formalization in procedures and increasing rigor in documenting evidence of noncompliance.

During both cycles, upon completion of on-site monitoring visits, the Office of Special Education staff prepared written reports of the findings. When the state or local education agencies were found to be out of compliance, the report included corrective actions the state was called upon to make. These reports were sent in draft to state education agencies for their review and comment. After the state's comments were analyzed and, where appropriate, incorporated into the report, the final report of the visit was sent to the Chief State School Officer.

The completion of the two cycles of monitoring visits which resulted in every state being monitored at least twice has provided the Office of Special Education confidence that states have developed, disseminated, and adopted policies and procedures necessary for assuring that all handicapped children have a free appropriate public education and that parents' rights are being protected. Thus, starting in 1981, the Office will redirect its monitoring procedures. The new procedures will focus on assuring that states are effectively monitoring local education agencies and other public agencies to ensure that they are continuing to implement the provisions of P.L. 94-142. Further, increasing reliance will be placed on information provided by the states to focus federal monitoring activities. Thus, Office of Special Education monitoring of states will be individualized to take into account the particular conditions and variations that exist among the states.

COMPLAINT MANAGEMENT SYSTEM

Section 76.780-783 in EDGAR requires that "each State educational agency adopt effective procedures for reviewing, investigating, and acting on any allegations of substance, which may be made by public agencies or private individuals or organizations, of actions taken by any public agency that are contrary to the requirements of this part." In carrying out this responsibility, states are required to designate specific individuals who are responsible for implementing the procedures; provide for negotiations, technical assistance activities, and other remedial action to achieve compliance; and provide for the use of sanctions.

As with the other provisions of P.L. 94-142, during the initial two years of implementation, states concentrated for the most part on developing and disseminating policies and procedures for implementing the requirements of the law. During its first-cycle monitoring visits, the Office of Special Education sought to assure that these policies and procedures were in place and were consistent with P.L. 94-142. During its second-cycle monitoring visits (from school year 1978-79 to school year 1979-80), the Office examined the implementation of these procedures. Emphasis was placed on ensuring that the procedures had been effectively and broadly disseminated and that complaints were being documented and resolved.

In addition to monitoring the states' complaint management systems, the Office established its own system whereby individuals or agencies could file a complaint with the Office that a state or local public agency was not complying with the provisions of the law. When it received a complaint, the Office assigned a complaint management specialist to review the allegation with the state education agency's complaint management staff and request that the state pursue and resolve the issue. The specialist also wrote to the individual or agency that had filed the complaint to inform them of the actions being pursued and monitored the case until it was resolved.

During 1980, it was determined that the Office for Civil Rights, through its regional offices, would be responsible for resolving complaints concerning areas of P.L. 94-142 that overlap with Section 504 of the Rehabilitation Act of 1973. This change should increase the effectiveness and efficiency of the Department's responses to complaints. The Office of Special Education will continue to monitor the states to assure the effectiveness of their complaint management systems and will resolve complaints in those areas that do not intersect with Section 504. The Office of Special Education will also continue to work with the states to ensure that the differences between complaints that should be resolved through the complaint management process and those that should be resolved through due process hearings are made clear and disseminated at the local level.

TECHNICAL ASSISTANCE

Public Law 94-142 places emphasis on the importance of providing technical assistance to states. Section 617 of the law specifically states that the Commissioner shall "cooperate with, and furnish all technical assistance necessary, directly or by grant or contract, to the States in matters relating to the education of handicapped children and the execution of the provisions of this part...." The Office of Special Education has provided technical assistance in accordance with the law over the years in various ways. Assistance has been provided directly by the Office's Division of Assistance to States (DAS) staff. Additional assistance has been provided through contract with a network of Regional Resource Centers and through such discretionary programs as early childhood, severely handicapped, and personnel preparation. Finally, the Office has developed joint initiatives with the Office for Civil Rights (OCR) to provide assistance in the implementation of those provisions of P.L. 94-142 that intersect with Section 504 of the Rehabilitation Act of 1973 and that were identified through monitoring and complaint management procedures to be the most difficult provisions to implement.

Initially, the primary mechanism used by DAS staff for providing technical assistance to the states was through the state program plan review process, which focused on providing guidance to states in developing policies and procedures consistent with the requirements of the law. After the Office initiated on-site monitoring visits to the states, DAS technical assistance was broadened to include activities that were directed towards helping states correct problems found during the site visits. The Division also conducted annual administrative workshops which served as a forum for discussing and clarifying federal requirements and procedures. These workshops were discontinued when it was determined that the

states had adequately developed their own capacity for assuring compliance w/th P.L. 94-142. DAS Bulletins concerning implementation issues have been issued a regular basis since the enactment of the law and continue to provide guidance to states in implementing the law's provisions. Recently, DAS has provided the states with assistance in preparing their three-year program plans.

The initial technical assistance provided by DAS was designed to provide uniform assistance to all states. The Division has more recently shifted from this general approach to a more precise one that is closely tailored to meet individual state needs. For example, DAS has been developing a technical assistance package in response to a request from the District of Columbia for assistance in designing and implementing a model demonstration project which would include a noncategorical approach for identifying child service needs and providing appropriate special education services based on the identified needs. The District also sought and is receiving assistance in developing an integrated, individualized, parent-involved service planning process and a process for providing coordinated state/federal program monitoring and fiscal auditing. It is believed that this type of federally targeted technical assistance will significantly improve the capacity of states to appropriately serve all handicapped children.

The Regional Resource Centers (RRCs) are another important source of technical assistance to the states. State and local education agencies have developed the capacity to make available special education and related services to most handicapped children. However, in most instances, they do not have the personnel or resources necessary to systematically improve the quality of the services being provided. The RRCs are designed to provide the expertise required to effect improvements in the quality of services. The RRCs in partnership with the state and local education agencies can provide the intensity and duration of staff time necessary to develop the systemic foundations needed for schools to implement successful practices.

Originally these 12 Centers were designed to assist the states in implementing the individualized education program (IEP) provision of the law, which was the provision the states felt would be the most difficult to implement. This assistance included demonstration, training, and such other activities as providing consultant services and designing, developing, and implementing model IEP materials and procedures. By 1980, with the help of the RRCs, the states had largely been successful in implementing the IEP requirements. They indicated, however, that other persistent and acute problems remained in carrying out the mandates of P.L. 94-142. Consequently, a new RRC workscope was designed to assist schools and other appropriate agencies, organizations, and institutions in solving these problems. Each RRC has conducted a needs assessment in its region, is identifying and disseminating successful practices for meeting these needs, and is assisting the states in implementing practices that will strengthen the quality of the special education and related services provided to handicapped children.

In addition to the assistance provided by the Regional Resource Centers, the Office of Special Education, through a variety of other discretionary contracts and grants, assists the states in increasing their capacity to provide quality educational services to handicapped children.

The Office of Special Education will continue to provide assistance to the states based on the needs identified during monitoring visits and other contacts with the states. In addition, the Office will coordinate the assistance provided through discretionary grants and contracts to most efficiently use available resources.

INTERAGENCY COORDINATION

Since the enactment of P.L. 94-142, the Office of Special Education has undertaken an initiative to achieve cooperation among federal agencies that provide services to handicapped children. Previous reports to Congress have described efforts to cooperate with such agencies as Public Health Service; Health Care Financing; and Administration for Children, Youth, and Families and with such programs within the Department of Education as Vocational Education and Vocational Rehabilitation. The magnitude of the challenge of meeting the wide range of human services needs of handicapped children and their families is evidenced in the more than 130 federal assistance programs that provide needed assistance.

An initial goal of the Office of Special Education after the passage of P.L. 94-142 was to assure that other federal assistance programs not lessen their services or commitments to handicapped children on the grounds that all "responsibility had been absorbed by P.L. 94-142." This goal was in large part achieved through the development of joint policy documents between the Office and agencies administering other federal assistance programs for handicapped children. The most recent policy document of this type is an agreement between the Office of Special Education and the National Institute of Mental Health (NIMH). It addresses such matters as (a) acceptable funding arrangements between community mental health centers and schools and (b) the meaning of the general supervision clause of P.L. 94-142 for mental health professionals.

Having achieved a foundation for cooperation through policy documents, the Office initiated activities to develop interagency agreements for reducing potential duplication of services and achieving more efficient use of existing resources. These activities are focused on developing and disseminating model agreements. One example of such activities is an initiative begun in 1978 to encourage coordination among education, vocational education, and vocational rehabilitation programs. As part of this initiative, the Office developed model interagency arrangements and held a conference (February 1979) to assist state-level administrators representing the three programs develop draft agreements. A recent survey (Phelps, 1980) showed that 18 states reported having agreements in effect, 11 states having agreements under revision, and eight states developing initial agreements. Thus, at least 37 states/territories either already have agreements or are developing them.

In a further effort to improve coordination of human services to the handicapped, the Office has been involved in the preparation of technical assistance materials concerning interagency agreements. For example, the Office of Special Education and the Health Care Financing Administration's Office of Child Health jointly published a document entitled EPSDT: A Guide for Educational Programs.

It was developed to assist state and local education agencies and others to become actively involved in the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) program by using the school setting as one resource in a total health care system. Over 3,000 copies of the Guide have been distributed, and it is now in its third printing. At present, the Office is aware of more than 250 school districts that are participating in the EPSDT program. Further, the Office has delivered direct technical assistance to a large number of state and local agencies wishing to develop education/EPSDT relationships. The Office has also funded a contractor to prepare a publication entitled Best Practices Resource Book which lists and summarizes 145 known federal, state, and local interagency documents and activities.

Finally, to complement the model agreements and technical assistance materials activities, the Office encourages collaborative efforts through its discretionary programs. Examples of this effort follow:

- o The Office's Division of Personnel Preparation has funded a variety of special training projects that encourage collaborative service delivery: The Virginia Polytechnic Institute is funded to determine training needs of special education administrators in the area of interagency collaboration; a project with the American Academy of Pediatrics is training 5,000 physicians to participate in interdisciplinary planning (with educators and others) for the needs of handicapped children; and the American Nurses Association is funded to train nurses to act as coordinators of services for handicapped children.
- o The Regional Resource Centers funded by the Office have been leaders in the development of conferences to help states identify interagency issues and have published a manual on state and local collaboration. Interagency collaboration is one of the major priorities in the new Regional Resource Center contracts.
- o State Implementation Grants (SIGs), under the Handicapped Children's Early Education Program, have been funded to support the development of interagency agreements at the state level.
- o The Direction Service Center program works with all human service agencies within a local area to coordinate services for individual handicapped children. This program is establishing and demonstrating the effectiveness of a systematic process for matching the needs of handicapped persons with the most appropriate combination of available services. It is also encouraging agencies in a local area to coordinate and share services in order to most effectively use limited resources and prevent the unnecessary duplication of services.

SUMMARY

The Office of Special Education has changed a number of its procedures over the years as it has gained experience in administering the law and as state and local education agencies have increased their capacity to assure that all handicapped children have available a free appropriate public education. For example, the Office has streamlined its review of state program plans to reduce the paper

burden on state education agencies. In the 1981-82 school year, federal monitoring will be made less intrusive by targeting oversight to areas of specific concern--reviewing only state education agency procedures rather than reviewing both state and local procedures as has previously been done--and permitting states to voluntarily develop needed corrective action plans consistent with each state's service delivery system and resource allocation pattern. In addition, the complaint management system has been centralized within the Department of Education to be more directly responsive to the complainant; technical assistance has been more precisely targeted to acute and persistent implementation problems; and policy development has become more formalized to permit greater public participation. Finally, interagency cooperation has been broadened to include additional agencies; areas of coordination have been formalized; and agreements are being implemented.

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APPENDIX 1

> Evaluation of the Education for All Handicapped Children Act, P.L. 94-142

This section describes the specific evaluation activities supported by special studies monies from 1976 through 1980. These studies have been designed to provide information requested by Congress concerning the implementation of P.L.94-142; describe and assist federal, state, and local agencies' efforts in implementing policies and procedures required by P.L. 94-142; and provide information for enabling state and local education agencies to increase the availability and improve the quality of special education and related services.

The following abstracts summarize the studies supported since 1976 under the special studies authority. A table summarizing the funding history of the program is included.

PY 1976: Initial Studies

P.L. 94-142 was enacted late in 1975 and was to become effective two years later, in school year 1977-78. The first research funds became available in the summer of 1976, a year when not only the federal agency but also state and local agencies were gearing up to begin implementation. Because the provisions of the Act were not yet mandatory, it made little sense to study practices. Preliminary work was needed, however.

For two reasons our attention fell first on answering the question, "Are the intended beneficiaries being served?": First, Congress had specified in the Act that the Commissioner should validate the states' count of handicapped children; and second, the target of the Act was such a diverse population. This question seemed especially difficult to answer. Three major studies were designed to illuminate the relevant parameters involved in answering the question.

Study 1. Assessing State Information Capabilities. The purpose of this study was to determine the states' capacities to respond to the new reporting requirements inherent in P.L. 94-142. The study was conducted by Management Analysis Center (MAC), which analyzed the data requirements in the law and the reporting forms being developed by the Office, and visited 27 states to test their capacity to respond. MAC reported on state capacity to provide information on four categories: children, personnel, facilities, and resources. They found capacity was relatively high on the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since states could not adequately respond to such requests.

Study 2. Development of a Procedure for Validating State Child Count Data. The purpose of this study was to develop a sampling plan and a method that could be used by the Office to validate the state counts. The work was performed by SRI International. SRI evaluated all previously available data on the incidence

of handicapped children and concluded that the data reported by states were at least as accurate as other data sources, if not more so. Regarding a procedure for validating the information, SRI concluded that these procedures should be incorporated into the counting procedures themselves. SRI has developed a handbook for states on how to do this.

Study 3. Analysis of State Definitions of Handicapping Conditions. The purpose of this study was to determine the extent to which state policies either (a) provided for services to children with disabilities other than those provided for under P.L. 94-142, or (b) used varying definitions or eligibility criteria for the same categories of children. The work was performed by the Council for Exceptional Children (CEC), which found that neither the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

Study 4. Implementation of Individualized Education Programs. The purpose of this study was to estimate the difficulty of implementing this particular provision of the Act. The work was performed by Nero and Associates and by internal staff. Four states were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in states that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and inservice training programs.

PY 1977

While the FY 1976 studies were heavily concerned with state data, the FY 1977 studies began moving towards studies of practices. Studies initiated during FY 1977 would be conducted during FY 1978, the first year in which the Act took effect.

Study 1. Analysis of State Data. The purpose of this study was to analyze data already available from the states. The work was performed by TEAM Associates and by internal staff. The states prepared extensive program plans, for their first year of implementation. These plans, as well as end-of-year performance reports, are provided to the Office annually. The state data contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these state documents, as well as information contained in Program Administrative Reviews, forms the backbone of the Annual Report to Congress.

Study 2. Longitudinal Study of the Impact of P.L. 94-142. The purpose of this study was to follow a small sample of school systems over a five-year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by states. The work is being performed by SRI International. The study describes the implementation process for 22 school districts and identifies problematic areas.

Study 3. Criteria for Quality. This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas

Buffington and Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for local education agency self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners. The monographs are now available on a cost recovery basis from Research for Better Schools, Inc., Philadelphia, Pennsylvania.

Study 4. A National Survey of Individualized Education Programs. The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. The work was contracted to Research Triangle Institute (RTI). RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about what IEP documents are like. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

Study 5. A Descriptive Study of Teacher Concerns. The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on individualized education programs and several have been raised by national teachers' organizations. Roy Littlejohn and Associates performed the work. They organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L. 94-142.

Study 6. Case Study of the Implementation of P.L. 94-142. The purpose of this study was to assess the first year of implementation of the Act. The work was performed by Education Turnkey Systems. Nine local school systems were observed during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well underway at each local education agency despite varying levels of resources and organizational differences between sites. Problem areas were identified but no changes in the Act were recommended at this time.

FY 1978

Whereas the FY 1977 studies were designed to capture general information on practices and progress in implementation, the studies undertaken during FY 1978 were more clearly focused on particular issues.

Study 1. Study for Determining the Least Restrictive Environment Placement of Handicapped Children. The purpose of this 18-month study was to investigate the rules or criteria used by the courts and state hearing officers to determine

the placements of handicapped children, the guidance given by states to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of P.L. 94-142's least restrictive environment requirement were compared across arenas. Exemplary practices at the state and local education agency levels were described.

Study 2. Special Teens and Parents Study. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the impact of P.L. 94-142 on secondary learning disabled students and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated (a) how the requirements were implemented by the secondary school special education program, (b) the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

Study 3. Study of Activist Parents and Their Disabled Children. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142 and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to the child were shown.

Study 4. Study of the Quality of Educational Services Provided to Handicapped Children. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

Study 5. Impact of P.L. 94-142 on Children with Different Handicapping Conditions. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

Study 6. P.L. 94-142: Institutional Responses and Consequences. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Study 7. Technical Assistance in Data Analysis. The purpose of this three-year project is to analyze data already available from states. The work is being performed by AUI Policy Research and by internal staff. State data available to the Office of Special Education annually contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the state data is conducted throughout the year for dissemination to the field and for inclusion in the Annual Report to Congress.

Study 8. Identification of Future Trends in the Provision of Services to Handicapped Students. This project was designed to provide information on potential future changes in the areas of values, economics, social institutions, technology, and medicine that may affect the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policymaking, the conference highlighted some potentially important trends that policymakers should be aware of. A summary of the conference was published in Focus on Exceptional Children.

Study 9. A Project to Develop BEH Waiver Requirements, Procedures, and Criteria. States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken by Planning and Human Resources in 1978 to develop guidelines to be used by the Office of Special Education, then the Bureau of Education for the Handicapped, in reviewing a state's request for a waiver. The guidelines were developed based on an evaluation of the Office's experiences in conducting a review of a request by Massachusetts for a waiver in 1978; on information provided by federal, state, and local agencies as well as state consumer advocacy, and professional associations; and a review of monitoring procedures used by other federal agencies.

FY 1979

The studies undertaken in FY 1979 were focused on particular issues in the implementation of P.L. 94-142. Increasingly, there was examination of the extent to which the intent of the Act was being met.

Study 1. A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children. This study is focused on describing assessment practices used by local school systems to identify and classify handicapped students and to determine their educational placements and on examining the soundness of those practices. The contractor, Applied Management Sciences, has collected data from 500 school buildings in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics have been identified for reporting: (a) the extent to which local education agencies are using evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) training needs in the area of assessment as identified by the respondents; (d) the extent to which school staff members document their evaluation

decisions; and (e) the extent to which school systems have backlogs of students waiting to be evaluated.

Study 2. Survey of Special Education and Related Services. The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. As a result of cutbacks in special studies monies, this contract was terminated at the end of the first year. The issues to be addressed by the study continue to be of priority concern and will be addressed in a modified design consistent with available resources in FY 1982.

Study 3. Study of Special Education Student Turnover. Little is known about student flow between special and regular education. The purpose of this study is to (1) describe the characteristics of children leaving special education and the reasons for their departure, (2) identify the extent to which handicapped children transfer successfully into regular education programs, and (3) identify children who may receive treatment of short duration and therefore may not be receiving services when federal counts are taken.

Study 4. Legal Conference on the Surrogate Parent Requirement. This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirements and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 which included a person from each of four states involved in the legal aspects of implementing the parent surrogate requirements, two persons from national organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and the Office of Special Education. Information provided at this conference, information reported by several states on their experience in implementing the parent surrogate requirements, and independent legal research were used as a basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

Study 5. Analysis of State and Local Implementation Efforts. This study was designed to provide information on the budgetary factors at the state and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation from June through September 1978, investigated the special education budgetary process at the state level, and examined in detail budgetary processes in four local education agencies selected on the basis of demography. A guidebook was produced describing the federal funding process for P.L. 94-142 as well as state and local special education funding processes.

Study 6. State and Local Communication Forum for Promoting and Exploring Issues Related to P.L. 94-142. The Forum project, which is being conducted by the National Association of State Directors of Special Education, provides avenues of communication between local, state, and federal levels. Eighteen state education agencies and approximately 120 local education agencies are Forum participants. These agencies are sampled to obtain information on emerging issues in special education and on the implementation of P.L. 94-142. The information obtained is disseminated by such means as newsletters and reports to state and local education agencies, to other agencies and organizations interested in the education of handicapped children, and to the general public and is used in reporting to Congress on the implementation of the law. The project also provides

technical assistance to state and local education agencies by responding to the issues and needs they have identified.

Study 7. State and Local Education Agency Technical Assistance Training. In response to needs identified by state and local education agencies for information in specific areas of implementation of P.L. 94-142, the Office of Special Education funded Tristar (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 1980 and FY 1981. During its first year, Tristar conducted two conferences for state and local education agencies and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, Tristar is focused on providing information to education agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials have been developed by the project, other resources have been identified, and a national topical conference was conducted in June 1980.

Study 8. Verification of Procedures to Serve Handicapped Students. This study, conducted by Applied Management Sciences, has two components—an Assessment component and a Secondary component. The Assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially handicapped--referral screening, case coordination, and quality control. This component of the study was conducted in the school districts of three moderately-sized cities. A total of 94 personnel involved in various ways with the evaluation process participated in the study. The Secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two states for information concerning the number and type of handicapped students who received services, the type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of nonhandicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

FY 1980

There were no new special studies funded in FY 1980 because the funding for evaluation activities was reduced by 57 percent.⁸ Six special studies were prematurely terminated because of this reduction in funding. The following six studies were continued:

- o State/Local Communication Forum
- o Longitudinal Study of the Impact of P.L. 94-142
- o Verification of Procedures to Serve Handicapped Children

o A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children

o SEA/LEA Technical Assistance Training on Implementing P.L. 94-142

o Project to Provide Technical Assistance in Data Analysis

Though the substantive focus and purpose of the studies did not change in PY 1980, increased emphasis was given to preparing reports that would provide state and local education agencies with information which would enable them to improve their existing procedures and practices for educating all handicapped children.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
Assessment of State Information Capabilities under PL 94-142	MAC Inc. Cambridge, Mass. 300-76-0562	9/30/76 - 9/30/77 \$298,840
Development of a Sampling Procedure for Validating State Counts of Handicapped Children	SRI International Menlo Park, Calif. 300-76-0513	10/1/76 - 9/30/77 \$267,790
An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, Virginia 300-76-0515	10/1/76 - 9/30/77 \$110,904
Implementation of the Individual Education Program	David Nero & Associates Portland, Oregon 300-74-7915	9/30/76 - 12/30/77 \$433,000
Analysis of State Data	Team Associates Washington, D.C. 300-76-0540	9/29/76 - 9/11/77 \$192,698 9/12/77 - 6/30/78 \$175,396
Longitudinal Study of the Impact of PL 94-142 on a Select Number of Local Education Agencies	SRI International Menlo Park, Calif. 300-78-0030	1/16/77 - 9/16/78 \$197,707 9/16/78 - 9/15/79 \$566,838 9/15/79 - 9/15/80 \$498,112
Criteria for Quality	Thomas Buffington & Associates Washington, D. C. 300-77-0237	5/19/77 - 2/28/79 \$395,162
National Survey of Individualized Education Programs	Research Triangle Institute Research Triangle Park, NC 300-77-0529	1/16/77 - 9/16/78 \$197,707 10/1/78 - 9/30/79 \$661,979 10/1/79 - 10/30/80 \$125,181

(Continued)

Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
A Descriptive Study of Teacher Concerns Said to be Related to PL 94-142	Roy Littlejohn & Associates Washington, D. C. 300-76-0328	7/9/76 - 10/30/78 \$328,758
Case Study of the Implementation of PL 94-142	Education Turnkey Systems Washington, D.C. 300-77-0528	9/30/77 - 5/31/79 \$484,452
A Guide for Teachers: A Clarification of Part B of PL 94-142	Research for Better Schools Philadelphia, Pa. 300-77-0525	10/1/77 - 1/31/78 \$24,767
Study for Determining the Least Restrictive Environment Placement of Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-78-0427	9/12/78 - 1/10/80 \$369,770
Special Teens and Parents: Study of PL 94-142's Impact	Abt Associates, Inc. Washington, D.C. 300-78-0462	10/1/78 - 9/30/79 \$47,220 10/1/79 - 9/30/80 \$53,687 }
Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research Cambridge, Mass. 300-78-0463	10/1/78 - 9/30/79 \$55,641 10/1/79 - 9/30/80 \$63,374
The Quality of Educational Services: Study of PL 94-142's Impact	Huron Institute Cambridge, Mass. 300-78-0465	10/1/78 - 9/31/79 \$51,239 10/1/79 - 8/31/80 \$60,000
Children with Different Handicapping Conditions: Study of PL 94-142's Impact	Illinois State University Normal, Ill. 300-78-0461	9/1/78 - 8/31/79 \$46,060 9/1/79 - 8/31/80 \$55,295
Institutional Responses and Consequences: Study of PL 94-142's Impact	High/Scope Educational Research Foundation Ypsilanti, Mich. 300-78-0464	10/1/78 - 9/30/79 \$48,387 10/1/79 - 9/30/78 \$56,228

(Continued)

Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
Project to Provide Technical Assistance in Data Analysis	AUI Policy Research Washington, D. C. 300-78-0467	10/1/78 - 9/30/79 \$142,614 10/1/79 - 9/30/80 \$199,714 10/1/80 - 11/30/81 \$89,919
Identification of Future Trends in the Provision of Services to Handicapped Students	Newtek Corporation Reston, Va. 300-78-0302	6/1/78 - 9/30/78 \$10,000
A Project to Develop BEH Waiver Requirements, Procedures, and Criteria	Planning and Human Systems, Inc. Washington, D. C. 300-78-0128	5/1/78 - 12/15/78 \$64,500
A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-79-0669	10/1/79 - 9/30/80 \$200,403 10/1/80 - 9/30/81 \$480,092
Survey of Special Education Services	Rand Corporation Santa Monica, Calif. 300-79-0733	10/1/80 - 9/30/81 \$225,402
Study of Student Turnover between Special and Regular Education	SRI International Menlo Park, Calif. 300-79-0660	10/1/79 - 3/31/81 \$220,299
Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston Mass. 310-1-76-BH-02	5/1/79 - 8/31/79 \$35,358
Analysis of State and Local Implementation Efforts	Newtek Corporation Reston, Va. 300-79-0722	10/1/79 - 5/15/80 \$31,854
State/Local Communication Forum for Promoting and Exploring Issues Related to PL 94-142	National Association of State Directors of Special Education Washington, D. C. 300-79-0721	10/1/79 - 9/30/80 \$159,175 10/1/80 - 9/30/81 \$195,759

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Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661	10/1/79 - 9/30/80 \$87,000 10/1/80 - 9/30/81 \$73,937
Verification of Procedures to Serve Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-79-0702	10/1/79 - 8/31/80 \$97,939 9/1/80 - 8/31/81 \$70,000

APPENDIX 2

Table 1

CHANGES IN NUMBER OF CHILDREN AGES 3-11 YEARS SERVED UNDER P.L. 89-333 AND P.L. 94-142
BY HANDICAPPING CONDITION

FROM SCHOOL YEAR SCHOOL YEAR 1976-1977 TO SCHOOL YEAR SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHOPEDICALLY IMPAIRED	MULTI-HANDICAPPED	DEAF AND HARD OF HEARING	BLIND	DEAF AND BLIND	TOTAL
ALASKA	11	10,234	3,925	2,587	81	194	-	234	146	-	18,392
ALASKA	893	1,790	371	-2	1,488	53	-	277	35	-	645
ARIZONA	-104	5,158	1,729	695	160	396	-	9	34	-	5,258
ARKANSAS	4,293	8,179	2,759	235	182	187	-	203	37	-	16,541
CALIFORNIA	-19,533	43,571	3,108	6,535	7,290	-11,363	-	48	-267	-	23,242
COLORADO	-2,691	3,841	3,269	1,562	-8	-878	-	268	-140	-	715
CONNECTICUT	-2,178	5,810	1,920	1,204	-1,359	-447	-	657	35	-	467
DELAWARE	-1,497	2,137	570	-27	-3	51	-	15	44	-	128
DISTRICT OF COLUMBIA	-896	-533	1,609	-630	-326	40	-	228	67	-	4,044
FLORIDA	3,819	15,980	4,338	3,348	-1,283	694	-	103	80	-	19,706
GEORGIA	407	11,395	1,470	4,884	-10	-132	-	157	-27	-	16,638
HAWAII	-1,250	2,058	-314	214	-44	-29	-	13	7	-	838
IDAHO	894	2,288	546	-43	436	-128	-	63	-119	-	3,494
ILLINOIS	-1,590	19,370	1,797	384	-4,227	952	-	824	516	-	20,667
INDIANA	-976	11,951	-619	654	-734	21	-	231	-49	-	11,174
IOWA	-1,431	6,409	-293	1,486	-9	222	-	148	91	-	7,914
KANSAS	-2,615	4,103	-885	610	272	29	-	1,216	80	-	1,111
KENTUCKY	1,417	6,782	450	1,090	-520	179	-	197	-2	-	10,030
LOUISIANA	-19,288	18,593	-3,834	1,703	-115	145	-	303	19	-	1,349
MAINE	-398	380	-371	777	-396	-32	-	134	-89	-	606
MARYLAND	-5,796	17,026	-5,653	-171	1,659	211	-	242	-137	-	9,380
MASSACHUSETTS	5,831	16,705	-8,190	320	1,833	-5,620	-	-251	-1,357	-	9,878
MICHIGAN	-13,337	15,330	-3,327	4,839	-1,382	356	-	105	-165	-	2,273
MINNESOTA	-3,444	13,745	246	-458	299	307	-	41	-96	-	10,211
MISSISSIPPI	4,448	5,388	3,233	205	-185	163	-	-258	54	-	13,212
MISSOURI	-2,959	7,730	-2,112	641	-320	-349	-	-270	-231	-	3,747
MONTANA	1,389	2,384	-334	143	-19	48	-	-71	-44	-	4,172
NEBRASKA	218	4,519	-542	409	-47	189	-	37	7	-	5,116
NEVADA	-41	599	-221	-228	-437	89	-	-10	-5	-	74
NEW HAMPSHIRE	288	3,229	-267	373	-937	-35	-	-139	-18	-	2,711
NEW JERSEY	-8,401	12,148	-3,545	1,735	-411	-95	-	-535	-7	-	4,501
NEW MEXICO	2,045	3,782	-1,080	345	-34	268	-	48	-41	-	5,330
NEW YORK	-17,798	-3,539	-7,622	-1,296	9,562	1,134	-	-685	-2,053	-	21,663
NORTH CAROLINA	34	16,321	-2,827	-231	397	203	-	-90	-5	-	16,859
NORTH DAKOTA	-665	1,035	110	85	6	23	-	1	-7	-	800
OHIO	6,572	25,815	-3,204	2,338	-801	814	-	-103	-151	-	33,038
OKLAHOMA	4,974	10,020	1,029	97	109	-147	-	-20	78	-	16,817
OREGON	1,017	8,655	-1,706	-174	-1,891	394	-	-424	97	-	6,887
PENNSYLVANIA	-27,686	26,935	-7,185	2,704	-9,374	-1,029	-	-649	-998	-	16,548
PUERTO RICO	770	1,659	2,408	1,084	578	453	-	382	1,040	-	9,835
RHODE ISLAND	-1,780	4,108	-494	-156	-1,053	3	-	-98	-66	-	101
SOUTH CAROLINA	-2,349	5,420	-3,854	824	-599	-76	-	-515	-383	-	891
SOUTH DAKOTA	-1,131	1,242	-542	161	-292	-44	-	197	-8	-	86
TFNNSSESEE	123	-8,022	284	603	-809	-127	-	183	-196	-	-6,247
TEXAS	-7,968	72,861	-16,547	1,354	-27,645	-5,355	-	-1,843	-106	-	34,060
UTAH	1,202	-824	-1,790	-630	-126	-80	-	-60	-18	-	1,077
VERMONT	1,404	2,455	1,230	202	41	247	-	-56	53	-	6,043
VIRGINIA	2,408	11,631	-3,409	1,336	-812	-484	-	-302	114	-	13,436
WASHINGTON	-13,160	10,653	-621	-425	477	649	-	-1,057	-531	-	3,656
WEST VIRGINIA	142	3,431	-411	193	339	-169	-	-166	-90	-	3,829
WISCONSIN	376	8,905	-4,183	2,640	-471	-416	-	-3	-161	-	7,592
WYOMING	888	1,606	-153	184	-152	13	-	18	-145	-	2,613
AMERICAN SAMOA	0	13	-6	0	-2	3	-	-2	1	-	29
GUAM	-99	52	183	5	-26	-1	-	-1,067	12	-	-807
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	148	-177	-507	-62	27	23	-	1,069	-30	-	623
VIRGIN ISLANDS	-40	-30	-222	-33	0	-29	-	-60	-10	-	394
DIR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U. S. AND TERRITORIES	-114,582	481,864	-88,204	47,709	-35,155	-20,799	-	-6,999	-5,612	-	322,734

Table 2

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-333 AND P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHOPEDICALLY IMPAIRED	MULTI-IMPARED	DEAF AND HARD OF HEARING	VISUALLY HANDICAPPED	DEAF AND BLIND	TOTAL
ALABAMA	14,106	15,670	35,127	3,503	516	408	1,307	1,157	521	63	72,378
ALASKA	2,739	5,716	906	333	59	156	68	205	48	12	10,242
ARIZONA	11,275	22,372	6,879	4,358	609	856	708	898	331	16	48,303
ARKANSAS	11,475	13,250	17,433	475	450	442	438	718	317	29	45,027
CALIFORNIA	108,284	117,974	39,810	28,525	35,453	15,194	0	7,172	2,854	267	255,533
COLORADO	10,478	20,501	6,808	6,405	0	702	1,103	913	285	33	47,228
CONNECTICUT	14,342	25,019	8,212	11,585	944	537	36	1,233	642	1	62,551
DELAWARE	1,698	6,528	2,629	2,726	16	252	46	182	124	31	14,434
DISTRICT OF COLUMBIA	1,602	17,128	19,009	430	160	234	198	50	55	41	5,217
FLORIDA	41,072	47,829	19,970	10,831	0	2,735	1,492	2,060	853	18	136,963
GEORGIA	23,729	27,098	30,274	13,960	1,483	560	1,809	2,092	804	38	101,847
HAWAII	1,202	6,938	2,160	371	4	165	184	322	52	24	11,382
IDAHO	4,176	7,891	3,021	338	575	483	629	483	250	20	18,066
ILLINOIS	78,684	72,897	50,770	31,540	2,408	4,402	2,450	5,177	2,147	188	750,467
INDIANA	47,783	17,373	27,165	2,053	400	863	1,123	1,429	601	28	98,818
IOWA	16,044	23,961	12,955	3,243	3	673	667	1,063	321	39	58,989
KANSAS	12,886	12,528	7,780	2,590	703	339	852	765	251	39	38,733
KENTUCKY	22,956	14,205	23,321	2,623	1,013	629	649	1,059	447	163	67,087
LOUISIANA	24,640	29,416	20,713	5,201	1,483	734	1,183	1,681	551	38	85,640
MAINE	5,575	7,640	5,293	3,681	310	346	860	459	135	8	24,307
MARYLAND	24,488	46,118	11,870	3,616	1,838	1,102	2,162	1,868	673	38	93,763
MASSACHUSETTS	40,908	35,246	26,822	24,787	5,640	285	283	6,487	1,128	283	141,869
MICHIGAN	54,127	43,472	31,188	16,063	0	4,126	53	3,205	1,149	0	155,385
MINNESOTA	22,246	25,201	14,894	3,945	1,661	1,246	42	1,615	474	20	82,346
MISSISSIPPI	14,064	8,136	18,720	255	18	322	130	543	228	14	42,430
MISSOURI	33,337	30,592	23,192	6,000	1,056	717	1,564	1,195	490	51	98,134
MONTANA	3,879	5,286	1,780	459	111	129	660	290	190	17	12,781
NEBRASKA	10,548	9,952	7,015	1,386	0	461	326	511	187	0	30,386
NEVADA	3,086	5,380	1,385	320	194	266	319	194	71	9	11,207
NEW HAMPSHIRE	1,626	6,320	2,453	1,058	198	206	213	203	257	3	11,627
NEW JERSEY	60,544	45,335	18,849	13,493	2,177	1,882	3,551	2,259	1,428	60	149,578
NEW MEXICO	4,103	9,956	3,439	1,623	17	182	487	470	156	46	20,479
NEW YORK	43,751	30,975	47,950	45,892	35,407	6,920	542	5,208	2,081	51	218,587
NORTH CAROLINA	28,946	34,017	43,507	3,692	900	1,146	1,542	2,246	845	53	114,894
NORTH DAKOTA	5,258	3,474	2,083	291	60	104	198	206	87	15	9,776
OHIO	65,439	58,214	64,422	4,277	0	3,543	1,662	2,676	1,023	96	201,352
OKLAHOMA	19,109	25,035	13,781	558	352	365	643	796	323	35	60,997
OREGON	11,819	19,801	5,991	2,265	639	1,243	85	1,688	599	15	44,145
PENNSYLVANIA	72,127	46,307	49,276	12,494	289	2,096	525	4,804	2,318	8	190,241
PUEBLO RICO	989	2,670	10,539	1,459	663	662	1,377	1,372	1,277	87	21,035
RHODE ISLAND	3,437	6,728	1,989	1,092	187	184	112	258	61	20	16,071
SOUTH CAROLINA	21,021	16,240	26,090	4,882	72	847	622	1,098	576	18	71,466
SOUTH DAKOTA	4,847	2,437	1,245	309	19	163	327	445	55	3	9,850
TENNESSEE	31,824	27,221	23,302	3,084	1,534	1,170	1,706	2,358	796	9	93,004
TEXAS	70,555	123,751	31,033	11,084	3,102	2,736	19,067	4,578	1,465	241	267,612
UTAH	7,834	12,760	3,327	9,650	108	211	1,231	680	303	23	36,127
VERMONT	3,168	4,481	3,363	328	185	264	241	293	85	16	12,424
VIRGINIA	32,101	27,842	18,950	5,025	530	513	2,508	1,495	1,642	45	91,051
WASHINGTON	11,495	20,782	11,063	5,466	1,199	1,018	1,265	1,302	418	41	54,011
WEST VIRGINIA	10,089	9,174	11,552	828	767	321	545	410	256	21	33,984
WISCONSIN	15,780	22,283	15,004	7,475	572	915	855	1,264	414	49	65,611
WYOMING	2,697	4,689	1,044	630	100	109	234	203	46	21	9,873
AMERICAN SAMOA	0	49	65	0	1	3	18	22	5	4	167
GUAM	382	200	921	27	0	1	127	97	27	8	1,790
NORTHERN MARIANAS	0	22	9	0	0	0	9	15	2	1	58
TRUST TERRITORIES	225	92	19	33	57	26	109	1,140	18	23	1,742
VIRGIN ISLANDS	285	146	732	43	0	13	15	57	12	15	1,318
BUR. OF INDIAN AFFAIRS	883	2,281	821	286	30	39	343	114	42	0	4,839
U.S. AND TERRITORIES	1,188,967	1,281,379	882,173	331,067	106,292	66,248	61,965	82,873	32,679	2,576	4,036,219

Table 3

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 93-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1978-1979

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HEALTH IMPAIRED	OTHER PHYSICALLY IMPAIRED	ORTHOPEDICALLY IMPAIRED	MOTOR HANDED CAPPRO	HARD OF HEARING CAPPRO	DEAF AND BLIND CAPPRO	DEAF AND BLIND	TOTAL
ALABAMA	16,205	12,563	37,923	2,801	496	408	1,500	1,143	553	57	49,749	
ALASKA	2,286	5,114	1,051	322	84	124	109	203	34	14	9,341	
ARIZONA	10,691	20,751	7,238	3,893	634	915	458	873	230	11	45,814	
ARKANSAS	9,651	10,451	17,703	382	286	417	447	702	298	6	40,345	
CALIFORNIA	113,246	92,957	41,023	23,159	39,164	19,096	0	7,197	2,789	216	334,887	
COLORADO	10,558	19,487	8,259	5,610	0	858	566	1,002	316	20	46,676	
CONNECTICUT	14,684	24,246	8,954	10,618	353	584	185	1,252	682	1	61,539	
DELAWARE	2,054	5,565	2,839	2,527	95	246	42	185	105	21	13,679	
DISTRICT OF COLUMBIA	2,129	1,767	1,882	752	188	271	173	54	77	21	7,312	
FLORIDA	37,302	42,624	31,990	10,200	0	2,120	1,281	1,952	925	19	128,463	
GEORGIA	23,012	22,949	31,214	12,514	2,122	394	1,253	2,559	911	58	97,786	
HAWAII	803	6,622	2,465	348	12	196	125	344	55	22	11,002	
IDAHO	4,067	6,755	3,721	379	518	714	351	422	315	2	17,544	
ILLINOIS	77,192	70,931	46,777	28,721	2,500	3,645	5,025	4,819	2,020	151	241,981	
INDIANA	49,266	13,061	28,269	1,810	307	826	1,107	1,529	620	41	96,836	
IOWA	17,059	21,674	12,786	2,607	0	542	701	1,021	240	43	54,683	
KANSAS	12,710	11,062	7,946	2,113	389	263	559	671	227	48	37,088	
KENTUCKY	22,117	11,368	23,060	1,776	1,828	602	584	1,055	479	106	62,975	
LOUISIANA	35,251	24,739	22,661	5,383	1,162	565	1,231	1,784	555	34	92,369	
MAINE	5,987	7,228	5,467	3,533	393	267	736	439	165	18	24,283	
MARYLAND	22,972	42,616	12,134	3,469	1,489	1,274	2,115	1,781	692	33	88,571	
MASSACHUSETTS	40,084	34,457	26,671	24,541	3,038	2,929	679	6,637	1,263	277	140,576	
MICHIGAN	59,632	38,149	32,921	16,109	0	4,181	28	2,208	1,135	0	155,363	
MINNESOTA	22,766	32,982	14,973	3,754	1,454	1,076	351	1,434	503	36	79,329	
MISSISSIPPI	13,675	5,977	18,370	135	15	311	0	580	209	8	39,240	
MISSOURI	35,950	27,787	24,717	5,882	1,181	764	1,400	1,306	496	59	99,542	
MONTANA	4,025	4,912	2,126	474	99	147	237	347	168	14	12,549	
NEBRASKA	11,102	9,402	7,887	1,497	0	424	130	615	195	0	31,252	
NEVADA	3,534	4,915	1,780	511	66	78	232	198	80	11	11,405	
NEW HAMPSHIRE	1,415	5,392	2,380	652	194	177	154	267	215	2	10,850	
NEW JERSEY	63,473	41,878	21,386	13,178	1,801	2,221	3,890	2,612	1,457	96	151,992	
NEW MEXICO	3,343	9,163	3,930	1,588	34	192	332	451	159	47	19,239	
NEW YORK	48,140	19,410	48,566	39,403	39,291	4,222	169	7,249	2,428	28	208,906	
NORTH CAROLINA	26,452	26,960	45,557	2,937	1,088	1,003	1,172	2,171	780	77	108,197	
NORTH DAKOTA	3,504	3,352	2,050	260	35	80	193	202	71	11	9,660	
OHIO	63,773	42,811	66,411	3,476	0	3,470	1,221	2,712	985	130	190,989	
OKLAHOMA	17,965	32,779	14,025	440	618	282	589	787	289	75	57,803	
OREGON	12,397	16,986	6,193	2,369	436	918	0	1,451	528	0	41,260	
PENNSYLVANIA	75,129	38,030	51,340	11,103	273	2,709	428	4,950	2,556	4	186,522	
PUERTO RICO	701	1,480	13,510	754	443	454	780	1,477	305	49	19,968	
RHODE ISLAND	3,181	6,952	2,243	1,111	213	176	98	271	67	16	14,328	
SOUTH CAROLINA	20,878	14,516	17,270	4,549	45	824	475	1,160	602	..	70,336	
SOUTH DAKOTA	4,683	2,036	1,374	334	73	166	284	469	48	12	9,479	
TELENTSEE	31,542	24,817	26,510	2,656	1,478	1,278	1,561	2,322	875	15	93,054	
TEXAS	73,945	129,784	36,259	9,729	2,557	2,906	10,796	5,925	1,471	217	273,493	
UTAH	4,426	12,311	3,532	9,598	125	288	1,057	669	248	11	35,265	
VERMONT	3,064	1,691	2,593	3,876	130	219	126	333	32	5	12,130	
VIRGINIA	32,604	23,398	19,468	3,955	664	602	2,953	1,797	1,581	51	87,173	
WASHINGTON	12,787	17,195	11,374	5,468	345	1,817	1,232	1,116	365	77	51,876	
WEST VIRGINIA	9,307	7,760	11,181	660	781	286	372	553	288	15	31,293	
WISCONSIN	14,157	15,792	6,393	640	1,544	565	1,345	456	47	60,483		
WYOMING	2,647	4,404	1,081	590	124	90	266	253	61	16	9,542	
AMERICAN SAMOA	14	97	24	0	7	9	0	25	4	0	240	
GUAM	831	76	1,457	56	0	0	52	109	29	9	2,619	
NORTHERN MARIANAS	13	1	13	1	1	7	8	18	3	1	65	
TRUST TERRITORIES	21	1,082	42	5	7	46	35	112	55	5	1,482	
VIRGIN ISLANDS	205	137	586	53	1	15	17	56	6	14	1,030	
BUR. OF INDIAN AFFAIRS	609	2,472	718	411	45	51	136	84	24	0	4,550	

U S AND TERRITORIES 1,216,165 1,135,559 917,880 301,469 105,640 70,299 50,722 86,382 22,607 3,350 3,919,073

Table 4

NUMBER OF CHILDREN AGES 3-5 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HEALTH IMPAIRED	OTHER	OPTIC IMPAIRED	MOTORIC IMPAIRED	HANDICAPPED	DEAF AND HEARING IMPAIRED	BLIND	DEAF AND BLIND	TOTAL
ALABAMA	1,228	10	169	23	10	21	135	57	6	1	1	1,660	
ALASKA	280	47	29	8	4	18	6	10	4	1	1	417	
ARIZONA	1,206	74	110	44	18	54	76	19	15	0	0	1,616	
ARKANSAS	1,898	20	106	26	42	25	66	26	16	0	0	2,227	
CALIFORNIA	12,809	1,438	1,766	334	814	1,433	0	675	158	24	19,051		
COLORADO	1,056	421	90	88	0	43	108	85	18	2	1,921		
CONNECTICUT	2,098	255	164	219	149	79	0	64	0	0	0	3,028	
DELAWARE	250	412	67	110	0	2	3	5	1	0	1	691	
DISTRICT OF COLUMBIA	288	3	14	2	23	10	20	3	0	1	1	364	
FLORIDA	4,679	108	406	85	0	226	119	172	41	0	0	5,833	
GEORGIA	31,469	232	472	380	38	77	199	154	43	3	3	5,095	
HAWAII	11	35	29	11	0	11	32	15	0	0	0	147	
IDAHO	265	87	125	26	18	39	30	8	12	0	0	620	
ILLINOIS	12,871	2,213	798	861	310	289	435	272	113	11	18,173		
INDIANA	3,118	191	435	23	7	40	97	65	10	0	0	3,986	
IOWA	3,539	103	887	89	0	177	84	130	41	2	4,852		
KANSAS	1,797	98	131	48	88	24	30	63	4	3	2,286		
KENTUCKY	1,929	27	144	21	36	18	44	48	13	30	2,310		
LOUISIANA	2,704	225	420	119	453	139	224	98	58	13	2,447		
MAINE	851	151	129	96	23	52	83	77	14	1	1,237		
MARYLAND	3,413	607	282	71	38	136	202	97	25	1	4,872		
MASSACHUSETTS	1,688	1,453	1,105	990	233	12	12	28	47	12	5,821		
MICHIGAN	9,228	681	648	691	0	829	7	324	126	0	12,542		
MINNESOTA	4,993	866	945	138	72	207	0	241	50	2	7,254		
MISSISSIPPI	781	8	241	1	0	50	5	13	2	0	1,101		
MISSOURI	4,882	835	196	244	63	53	286	64	13	23	6,659		
MONTANA	815	61	59	9	5	21	64	30	7	0	1,071		
NEBRASKA	2,948	265	389	46	0	178	167	81	31	0	4,105		
NEVADA	433	26	67	3	3	38	107	12	5	1	757		
NEW HAMPSHIRE	146	12	3	1	4	3	1	3	1	0	174		
NEW JERSEY	4,715	618	331	142	202	141	303	147	28	1	6,630		
NEW MEXICO	394	51	50	19	4	22	13	13	0	6	574		
NEW YORK	5,285	1,009	2,302	1,773	2,287	643	0	315	190	0	0	13,784	
NORTH CAROLINA	4,935	365	281	78	29	86	93	83	16	0	0	5,880	
NORTH DAKOTA	282	60	86	11	17	30	85	21	10	0	0	604	
OHIO	5,417	134	243	30	0	159	228	284	45	0	0	6,600	
OKLAHOMA	3,856	235	206	15	30	61	288	69	21	14	4,795		
OREGON	1,322	132	42	12	28	24	0	40	26	0	1,846		
PENNSYLVANIA	7,143	441	157	173	108	198	119	472	96	3	9,710		
PUERTO RICO	647	87	159	132	286	228	289	100	135	6	2,069		
RHODE ISLAND	217	148	53	16	1	18	2	11	2	0	0	473	
SOUTH CAROLINA	3,499	52	384	62	71	83	154	58	27	5	4,299		
SOUTH DAKOTA	972	68	31	2	0	16	60	17	1	0	1,168		
TEXAS	6,715	167	292	40	38	97	241	190	36	0	7,816		
VERMONT	14,398	3,297	926	213	241	401	2,062	61	175	24	0	21,808	
WASHINGTON	862	239	134	217	10	29	157	29	4	5	0	1,686	
WEST VIRGINIA	960	142	454	75	44	125	122	112	23	0	0	2,057	
WISCONSIN	4,407	4	255	222	4	248	226	198	41	4	0	5,679	
WYOMING	469	84	15	4	10	3	8	6	3	0	0	602	
AMERICAN SAMOA	0	11	7	0	0	1	3	4	0	0	0	26	
GUAM	52	0	1	0	0	0	4	3	3	0	0	63	
NORTHERN MARIANAS	0	0	0	0	0	0	2	1	0	0	0	3	
TRUST TERRITORIES	21	55	6	5	26	8	15	35	10	3	0	184	
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	80	23	38	1	5	2	24	0	0	0	0	172	
U.S. AND TERRITORIES	158	128	18,882	18,012	8,472	5,989	7,207	7,766	5,589	1,838	232	231,815	

Table 5

NUMBER OF CHILDREN AGES 6-17 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION
DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHOPEDICALLY IMPAIRED	MULTI-CAPPED	DEAF AND HARD OF HEARING	VISUALLY IMPAIRED	DEAF AND BLINDED	TOTAL
ALABAMA	12,830	15,423	32,810	3,111	479	364	961	597	319	31	66,925
ALASKA	1,904	4,382	458	353	40	94	22	9	27	0	7,259
ARIZONA	10,022	21,578	5,725	4,194	489	627	404	476	183	0	43,705
ARKANSAS	9,361	12,948	13,563	373	195	119	214	314	61	3	37,151
CALIFORNIA	95,135	114,364	30,000	26,813	34,051	13,988	0	5,277	2,517	203	321,448
COLORADO	9,242	19,347	4,021	3,914	0	529	421	645	192	10	40,921
CONNECTICUT	11,376	23,122	6,782	10,171	776	431	5	770	0	1	53,634
DELAWARE	1,470	5,617	1,626	2,114	0	5	6	22	11	0	10,871
DISTRICT OF COLUMBIA	1,232	162	48	24	109	76	4	27	13	3	1,698
FLORIDA	36,299	47,100	22,695	10,108	0	1,464	1,272	1,227	667	0	120,832
GEORGIA	20,107	26,523	27,542	12,851	1,372	448	1,462	1,287	163	22	92,177
HAWAII	1,188	6,811	1,572	256	4	26	82	177	35	3	10,154
IDAHO	3,902	7,798	2,570	156	103	158	287	188	51	0	15,915
ILLINOIS	64,499	66,725	34,459	20,334	1,473	1,234	1,288	1,902	1,014	44	192,972
INDIANA	44,172	16,941	21,098	1,539	260	562	557	731	243	8	87,042
IOWA	12,476	23,040	10,501	2,923	0	483	450	639	179	20	50,771
KANSAS	10,971	12,137	6,780	2,062	574	218	241	391	160	28	33,562
KENTUCKY	20,930	13,888	20,815	2,268	902	957	431	342	288	131	60,752
LOUISIANA	21,529	27,853	15,436	4,322	949	392	569	705	333	9	72,177
MAINE	4,884	2,372	4,110	3,165	141	201	728	226	95	5	21,053
MARYLAND	20,876	42,158	8,263	2,701	1,588	638	1,431	1,261	377	10	81,303
MASSACHUSETTS	34,235	29,461	22,450	20,069	4,722	236	236	9,430	944	236	118,052
MICHIGAN	44,708	41,408	17,598	15,816	0	3,024	0	2,418	847	0	125,819
MINNESOTA	19,198	33,457	12,144	7,552	1,546	1,006	0	1,149	385	5	71,620
MISSISSIPPI	13,194	7,958	16,696	232	0	192	66	234	75	8	38,655
MISSOURI	28,376	29,467	18,938	5,343	912	606	1,100	833	277	28	86,080
MONTANA	3,052	5,045	1,387	390	99	103	553	125	40	1	10,795
NEBRASKA	7,585	9,388	5,793	1,231	0	258	134	240	99	0	24,728
NEVADA	2,591	5,182	995	229	178	144	147	171	59	2	9,701
NEW HAMPSHIRE	1,241	5,329	1,140	320	128	74	13	87	17	0	8,349
NEW JERSEY	56,572	43,363	12,791	11,760	1,455	1,020	2,945	1,510	357	56	131,029
NEW MEXICO	3,879	9,613	3,035	1,546	11	127	326	240	53	8	18,642
NEW YORK	37,845	28,713	33,546	37,240	3,496	4,424	0	2,471	1,430	0	176,965
NORTH CAROLINA	21,896	33,115	38,411	3,018	747	788	616	1,083	924	22	100,220
NORTH DAKOTA	2,935	3,371	1,501	217	28	57	61	100	43	0	8,333
OHIO	59,953	57,535	48,847	3,805	0	3,199	1,358	2,023	824	78	177,622
OKLAHOMA	15,240	24,341	11,375	498	308	223	342	417	175	21	53,140
OREGON	10,453	19,271	2,583	1,581	432	487	0	348	184	0	35,339
PENNSYLVANIA	94,446	41,872	38,167	9,192	172	1,224	361	3,096	1,710	5	160,255
PUERTO RICO	267	2,235	7,928	354	128	189	791	770	244	91	12,965
RHODE ISLAND	3,190	8,011	1,108	869	149	146	38	123	38	2	13,678
SOUTH CAROLINA	17,378	15,744	22,981	4,643	1	714	306	683	407	12	62,669
SOUTH DAKOTA	3,848	2,286	578	254	14	10	192	312	19	3	7,849
TENNESSEE	24,924	26,237	20,419	2,195	1,373	967	1,203	1,746	553	7	79,624
TEXAS	55,754	116,030	21,094	9,154	2,570	1,902	15,325	550	908	81	223,458
UTAH	8,934	12,443	2,579	9,218	24	150	881	262	125	18	32,704
VERMONT	2,863	4,231	1,151	240	110	175	110	194	65	4	9,148
VIRGINIA	27,193	26,782	16,114	4,119	252	252	1,613	930	489	8	78,072
WASHINGTON	10,414	20,003	8,376	5,665	976	585	507	874	238	15	47,073
WEST VIRGINIA	9,052	9,001	10,253	109	685	253	200	215	152	1	30,591
WISCONSIN	11,160	22,534	11,956	6,884	420	532	458	764	203	10	54,931
WYOMING	1,888	4,372	727	561	50	39	13	127	25	4	7,994
AMERICAN SAMOA	0	25	45	0	1	2	7	14	2	2	98
GUAM	296	200	835	2	0	1	0	74	14	0	1,422
NORTHERN MARIANAS	0	22	9	0	0	0	8	12	2	1	92
TRUST TERRITORIES	192	36	11	24	20	18	92	1,006	4	16	1,420
VIRGIN ISLANDS	231	131	605	0	0	0	0	0	0	0	967
BUR. OF INDIAN AFFAIRS	733	2,184	714	267	75	33	263	111	39	0	4,429
U.S. AND TERRITORIES	1,016,089	1,210,139	687,182	277,179	92,637	45,013	41,258	48,302	19,083	1,244	3,446,132

Table 6

NUMBER OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1978-1979

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER IMPAIRED	ORTHOPEDICALLY IMPAIRED	MULTI HANDICAPPED	DEAF AND HEARING IMCAPTED	BLIND	DEAF AND BLIND	TOTAL
ALABAMA	29	237	1,963	130	27	22	97	17	17	0	2,539
ALASKA	19	152	107	12	7	9	3	5	3	0	313
ARIZONA	29	723	769	120	92	52	41	38	18	0	1,881
ARKANSAS	23	342	448	4	3	8	7	2	0	1	760
CALIFORNIA	340	2,086	5,403	695	584	773	0	212	111	4	10,212
COLORADO	53	425	454	148	0	26	34	23	16	2	1,193
CONNECTICUT	845	1,206	348	519	17	27	0	40	0	0	2,844
DELAWARE	0	67	46	42	0	1	0	3	0	0	188
DISTRICT OF COLUMBIA	0	2	1	0	5	4	0	0	4	1	17
FLORIDA	94	624	1,817	114	0	93	90	37	16	0	2,885
GEORGIA	74	337	1,297	106	47	4	60	43	16	1	1,987
HAWAII	0	66	117	2	0	1	7	3	2	0	200
IDAHO	9	6	259	41	452	386	207	59	35	2	1,334
ILLINOIS	285	1,710	3,971	1,489	119	99	141	69	75	0	7,958
INDIANA	119	126	713	10	3	17	11	24	11	0	1,044
IOWA	20	818	1,276	83	0	32	109	20	18	2	2,287
KANSAS	7	249	596	25	15	6	19	10	3	4	936
KENTUCKY	28	230	883	140	30	17	30	15	6	7	1,386
LOUISIANA	327	570	1,630	88	60	47	58	28	18	2	2,828
MAINE	19	109	259	47	5	3	39	4	5	0	490
MARYLAND	171	1,232	1,732	152	147	98	295	60	17	0	2,864
MASSACHUSETTS	1,199	1,039	286	703	163	8	9	190	33	8	4,136
MICHIGAN	181	1,382	2,829	592	0	270	14	211	72	0	8,553
MINNESOTA	59	869	1,449	150	43	33	0	53	12	0	2,668
MISSISSIPPI	80	184	1,087	4	0	9	1	8	8	0	1,361
MISSOURI	79	290	1,262	91	81	58	178	31	11	0	2,081
MONTANA	12	154	196	14	2	3	25	2	2	0	418
NEBRASKA	15	299	584	28	0	25	25	20	7	0	1,003
NEVADA	8	159	143	3	9	8	22	9	8	3	372
NEW HAMPSHIRE	8	252	127	26	9	4	2	6	2	0	434
NEW JERSEY	236	1,143	1,817	633	102	64	180	116	21	3	4,325
NEW MEXICO	28	287	325	91	2	11	41	11	2	0	758
NEW YORK	155	407	4,186	891	888	357	0	94	56	0	7,114
NORTH CAROLINA	78	594	2,613	71	32	63	42	20	16	2	3,551
NORTH DAKOTA	2	40	223	4	0	0	4	9	0	0	282
OHIO	69	545	3,018	101	0	185	62	151	-32	0	4,171
OKLAHOMA	13	459	640	6	14	10	13	15	8	0	1,178
OREGON	41	398	854	276	123	527	0	243	17	0	2,479
PENNSYLVANIA	186	474	3,781	150	9	173	45	76	72	0	4,966
PUERTO RICO	39	348	1,674	919	231	129	199	242	816	1	4,835
RHODE ISLAND	29	550	414	101	36	8	7	19	5	1	1,170
SOUTH CAROLINA	144	416	1,731	83	0	37	27	38	12	1	2,490
SOUTH DAKOTA	26	83	101	9	5	4	13	14	0	0	255
TEXAS	185	809	2,041	429	123	105	152	84	26	0	3,354
UTAH	201	3,974	2,142	444	134	106	339	25	46	3	7,627
VERMONT	32	62	175	69	0	8	131	5	2	0	497
VIRGINIA	32	5	73	9	4	10	17	2	2	0	154
WASHINGTON	308	710	1,667	139	19	18	207	49	24	0	3,141
WEST VIRGINIA	81	607	268	193	66	28	82	42	9	0	2,036
WISCONSIN	48	150	788	19	30	14	11	1	1	0	1,058
WYOMING	78	654	1,604	194	30	22	61	49	3	2	2,707
AMERICAN SAMOA	0	13	13	0	0	0	8	4	3	0	49
GUAM	2	0	16	0	0	0	0	4	2	0	24
NORTHERN MARIANAS	0	0	0	0	0	0	1	2	0	0	0
TRUST TERRITORIES	12	1	2	4	1	0	2	99	4	0	129
VIRGIN ISLANDS	0	0	38	0	0	0	0	0	0	0	38
BUREAU OF INDIAN AFFAIRS	10	73	69	18	0	4	55	3	3	0	227
U.S. AND TERRITORIES	5,939	28,824	63,646	10,458	3,781	3,927	3,434	2,689	1,732	97	124,528

Table 7

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HEALTH IMPAIRED	OTHER IMPAIRED	ORTHOPEDICALLY IMPAIRED	MULTI-HANDICAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDICAPPED	DEAF AND BLIND	TOTAL
ALABAMA	19	0	185	279	0	1	114	486	179	31	1,254	
ALASKA	530	1,135	314	60	8	35	37	29	14	11	2,243	
ARIZONA	18	0	275	1	0	122	187	365	117	16	1,101	
ARKANSAS	193	20	3,318	70	216	290	149	316	240	25	4,859	
CALIFORNIA	0	88	2,641	587	0	0	0	1,008	58	36	4,422	
COLORADO	127	98	2,243	255	0	101	540	151	40	19	3,393	
CONNECTICUT	23	434	818	678	2	0	31	259	642	0	3,045	
DELAWARE	178	401	890	460	16	244	29	193	112	21	3,924	
DISTRICT OF COLUMBIA	82	961	1,246	434	43	144	114	20	38	38	2,128	
FLORIDA	0	0	5,055	624	0	950	111	624	129	18	7,411	
GEORGIA	76	8	963	633	28	39	88	609	162	12	2,618	
HAWAII	3	26	402	101	0	127	63	128	14	17	881	
IDAHO	0	0	57	15	0	0	105	224	152	18	575	
ILLINOIS	1,029	2,049	11,542	8,856	504	2,780	580	2,934	945	133	31,260	
INDIANA	374	103	4,108	461	100	244	459	609	221	20	6,746	
IOWA	0	0	411	148	3	1	24	214	83	15	959	
KANSAS	111	44	273	455	26	89	92	301	84	4	1,640	
KENTUCKY	73	60	1,479	194	45	27	164	454	15	2,639		
LOUISIANA	10	758	3,227	678	21	156	322	850	142	14	6,188	
MAINE	11	48	765	213	141	0	12	152	21	2	1,825	
MARYLAND	28	121	1,593	692	65	270	4	228	450	27	5,724	
MASSACHUSETTS	3,785	3,263	2,480	7,224	340	29	21	599	104	27	12,860	
MICHIGAN	0	1	10,115	964	0	3	22	252	103	0	11,472	
MINNESOTA	0	0	616	75	0	0	42	122	21	12	904	
MISSISSIPPI	9	6	696	19	18	1	58	288	162	6	1,312	
MISSOURI	0	0	2,706	122	0	0	0	267	129	0	3,214	
MONTANA	0	6	128	44	0	0	18	123	160	16	497	
NEBRASKA	0	0	249	81	0	0	0	110	50	0	550	
NEVADA	32	3	150	85	4	26	143	12	2	0	377	
NEW HAMPSHIRE	233	727	1,183	711	21	123	197	101	217	3	3,670	
NEW JERSEY	21	11	3,910	958	418	637	121	486	622	0	1,584	
NEW MEXICO	0	1	29	7	0	22	107	270	121	32	505	
NEW YORK	686	846	7,926	3,658	154	496	942	2,328	405	51	20,734	
NORTH CAROLINA	32	41	2,192	523	72	200	787	1,060	280	25	9,243	
NORTH DAKOTA	19	3	273	59	15	17	48	76	34	12	357	
OHIO	0	0	12,314	291	0	0	14	218	122	0	12,959	
OKLAHOMA	0	0	1,360	39	0	11	0	295	119	0	1,884	
OREGON	3	0	2,512	704	26	183	85	1,357	272	15	4,641	
PENNSYLVANIA	152	3,920	8,571	2,972	0	491	0	1,163	446	0	15,313	
PUERTO RICO	36	0	768	58	20	116	94	260	20	0	1,276	
RHODE ISLAND	1	19	415	106	1	12	62	109	16	12	749	
SOUTH CAROLINA	0	34	994	94	0	12	135	318	120	0	1,708	
SOUTH DAKOTA	0	0	235	44	0	125	62	102	35	0	578	
TENNESSEE	0	8	550	420	0	1	110	338	181	2	6,610	
TEXAS	202	450	6,870	273	151	327	121	2,972	246	21	14,119	
UTAH	22	16	439	146	4	24	62	384	172	0	1,260	
VERMONT	1	48	1,855	13	49	13	114	89	12	2	2,285	
VIRGINIA	21	2	549	501	111	36	186	380	119	32	3,257	
WASHINGTON	40	30	1,265	152	113	240	774	274	148	26	2,883	
WEST VIRGINIA	20	14	442	11	43	19	224	173	90	21	1,096	
WISCONSIN	135	21	1,182	119	104	123	110	253	167	22	2,294	
WYOMING	338	93	220	39	39	40	140	58	18	17	1,074	
AMERICAN SAMOA												
GUAM	32	0	69	29	0	0	123	16	8	8	281	
NORTHERN MARIANAS												
TRUST TERRITORIES												
VIRGIN ISLANDS	34	13	89	43	0	13	15	57	12	15	22	
BUREAU OF INDIAN AFFAIRS												
U.S. AND TERRITORIES	8,811	12,534	112,331	35,758	2,857	10,211	9,501	28,293	10,020	1,002	233,744	

Table 8

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD.

STATE	MENTALLY RETARDED			LEARNING DISABLED			EMOTIONALLY DISTURBED		
	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS AVAILABLE 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS AVAILABLE 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS AVAILABLE 1978-79
ALABAMA	2,475	2,323	2,092	314	463	693	78	167	415
ALASKA	112	81	88	279	333	302	30	23	25
ARIZONA	1,026	532	611	1,003	973	1,470	440	341	360
ARKANSAS	814	823	846	239	411	630	27	42	30
CALIFORNIA	3,210	3,443	3,314	4,933	6,722	7,871	2,304	2,166	2,239
COLORADO	860	746	675	1,209	1,268	1,299	387	421	388
CONNECTICUT	1,187	845	691	1,357	1,095	1,249	906	444	308
DELAWARE	213	222	247	320	285	487	171	156	194
DISTRICT OF COLUMBIA	275	272	202	132	426	47	107	209	96
FLORIDA	2,761	2,694	2,351	1,509	1,765	2,302	834	989	917
GEORGIA	2,319	2,319	2,138	835	835	1,205	551	531	708
HAWAII	178	173	173	293	393	393	24	50	50
IDAHO	203	187	239	373	410	431	46	25	56
ILLINOIS	4,104	3,653	3,982	2,863	3,564	4,281	2,572	640	2,025
INDIANA	1,987	2,256	2,256	279	536	526	184	218	218
IOWA	1,224	1,435	1,607	1,036	1,117	1,206	201	322	322
KANSAS	790	797	826	559	692	699	226	322	327
KENTUCKY	1,081	2,438	1,564	635	1,372	905	165	326	206
LOUISIANA	1,853	1,739	1,730	764	899	1,531	229	278	314
MAINE	219	139	903	176	216	595	76	138	484
MARYLAND	1,349	1,207	1,346	1,712	1,774	2,052	271	183	747
MASSACHUSETTS	1,600	1,568	1,654	1,035	1,392	1,379	1,096	1,114	1,103
MICHIGAN	3,362	3,362	3,354	259	258	1,837	1,356	1,355	1,351
MINNESOTA	1,679	1,508	1,671	1,905	2,272	2,359	260	278	331
MISSISSIPPI	1,295	1,361	1,531	272	329	512	6	11	28
MISSOURI	1,923	2,042	1,997	1,014	1,332	1,752	491	535	538
MontANA	246	246	242	442	442	442	49	44	44
NEBRASKA	728	728	728	227	227	227	126	126	126
NEVADA	139	141	101	254	269	139	23	31	32
NEW HAMPSHIRE	161	181	226	181	181	226	172	172	219
NEW JERSEY	1,438	1,612	1,259	1,271	1,372	1,973	950	1,078	761
NEW MEXICO									
NEW YORK	4,195	4,195	3,522	2,398	2,398	3,282	3,230	1,230	1,143
NORTH CAROLINA	3,043	2,375	2,691	419	731	1,093	229	298	331
NORTH DAKOTA	194	205	211	128	149	155	16	11	19
OHIO	4,070	6,157	5,643	1,636	1,738	2,802	210	324	438
OKLAHOMA	889	991	1,139	834	779	1,135	27	41	60
OREGON	408	390	373	729	638	479	102	141	192
PENNSYLVANIA	5,162	4,591	3,897	1,397	2,392	2,223	1,090	987	917
PUERTO RICO	526	453	386	31	77	55	20	28	38
RODE ISLAND	180	178	248	195	286	300	92	72	55
SOUTH CAROLINA	1,928	2,026	1,834	468	525	637	248	220	228
SOUTH DAKOTA	186	183	190	139	25	153	25	7	28
TENNESSEE	1,465	1,577	1,556	1,640	933	919	266	141	315
TEXAS	1,934	4,981	1,843	1,878	4,493	3,275	389	582	984
UTAH	148	290	344	10	311	349	49	137	200
VERMONT	106	189	198	47	89	132	26	73	82
VIRGINIA	1,686	1,853	1,867	966	1,222	1,432	254	388	424
WASHINGTON	979	930	775	517	715	727	365	386	355
WEST VIRGINIA	902	840	889	272	294	330	57	65	72
WISCONSIN	1,771	1,772	1,856	1,245	1,425	1,592	564	706	801
WYOMING	138	108	98	238	276	312	39	36	30
AMERICAN SAMOA	8	8	8	2	2	15	0	0	0
GUAM	44	85	-	6	-	-	0	1	-
NORTHERN MARIANAS	-	3	-	-	0	-	-	0	-
TRUST TERRITORIES	9	9	12	4	10	30	0	9	11
VIRGIN ISLANDS	46	46	-	7	6	-	4	6	-
BUREAU OF INDIAN AFFAIRS	60	90	127	47	95	126	10	39	62
U.S. AND TERRITORIES	71,681	75,755	70,922	44,003	53,937	62,605	21,709	22,741	23,298

(Continued)

Table 8, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	OTHER			ORTHOPEDICALLY		
	SPEECH IMPAIRED		HEALTH IMPAIRED	IMPAIRED		IMPAIRED
	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS AVAILABLE 1978-79	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS AVAILABLE 1978-79
ALABAMA	168	302	418	81	38	88
ALASKA	45	54	64	8	6	10
ARIZONA	0	24	103	1	7	54
ARKANSAS	150	172	-	50	30	8
CALIFORNIA	651	789	654	411	482	293
COLORADO	326	373	392	-	-	-
CONNECTICUT	-	58	-	36	20	163
DELAWARE	52	9	2	1	-	0
DISTRICT OF COLUMBIA	20	5	10	21	17	-
FLORIDA	709	737	797	200	141	-
GEORGIA	460	460	461	152	152	72
HAWAII	-	-	-	128	-	-
IDAHO	90	-	-	28	-	-
ILLINOIS	1,658	1,563	1,794	-	-	705
INDIANA	683	719	719	102	-	53
IOWA	27	7	65	65	67	67
KANSAS	-	-	-	26	24	48
KENTUCKY	372	403	432	153	79	-
LOUISIANA	-	291	-	127	44	142
MAINE	-	42	143	-	52	29
MARYLAND	418	245	336	28	9	1
MASSACHUSETTS	1,905	1,950	1,930	128	117	-
MICHIGAN	1,370	1,370	0	155	155	446
MINNESOTA	658	845	759	136	301	196
MISSISSIPPI	251	-	13	-	-	14
MISSOURI	654	716	847	0	9	81
MONTANA	198	198	-	-	-	13
NEBRASKA	-	282	282	8	-	43
NEVADA	39	44	50	20	25	25
NEW HAMPSHIRE	161	161	201	131	131	164
NEW JERSEY	1,251	1,348	1,154	343	388	14
NEW MEXICO	-	-	-	-	-	89
NEW YORK	1,286	1,286	1,701	1,658	1,658	544
NORTH CAROLINA	10	49	391	41	34	31
NORTH DAKOTA	0	-	0	0	4	2
OHIO	-	-	-	88	-	317
OKLAHOMA	252	224	338	0	-	-
OREGON	189	151	175	24	-	29
PENNSYLVANIA	-	-	655	-	-	503
PUERTO RICO	17	23	12	21	13	4
RHODE ISLAND	0	15	143	0	-	15
SOUTH CAROLINA	486	415	431	124	6	6
SOUTH DAKOTA	1	50	126	2	-	11
TENNESSEE	560	507	468	270	104	75
TEXAS	1,624	1,918	76	-	559	561
UTAH	0	56	67	56	8	8
VERMONT	0	0	0	5	5	5
VIRGINIA	513	559	651	11	35	6
WASHINGTON	-	51	25	5	11	15
WEST VIRGINIA	207	253	121	90	21	49
WISCONSIN	930	1,008	1,035	34	42	23
WYOMING	0	8	10	4	14	2
AMERICAN SAMOA	2	2	4	-	-	-
GUAM	1	2	-	0	-	0
NORTHERN MARIANAS	-	0	-	-	0	0
TRUST TERRITORIES	1	7	10	5	5	2
VIRGIN ISLANDS	4	5	-	0	2	4
BUREAU OF INDIAN AFFAIRS	6	24	41	-	2	2
U S AND TERRITORIES	18,392	19,799	19,105	4,975	5,134	4,915
					5,348	4,722
						5,629

(Continued)

Table 8, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	MULTIHANDICAPPED			HARD OF HEARING / DEAF			VISUALLY HANDICAPPED		
	TEACHERS 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS AVAILABLE 1978-79	TEACHERS 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS 1978-79	TEACHERS 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS 1978-79
ALABAMA	210	172	49	37	106	6	23	17	
ALASKA	-	-	22	20	26	5	4	6	
ARIZONA	-	60	150	51	67	100	32	32	
ARKANSAS	-	-	71	91	58	43	45	46	
CALIFORNIA	-	-	947	992	926	406	454	432	
COLORADO	-	-	133	136	142	43	48	46	
CONNECTICUT	-	-	358	855	25	69	56	31	
DELAWARE	-	-	40	25	28	12	-	10	
DISTRICT OF COLUMBIA	25	30	32	19	32	25	57		
FLORIDA	-	-	265	221	485	108	122	163	
GEORGIA	-	-	327	227	167	86	86	75	
HAWAII	25	25	52	50	60	5	9	9	
IDAHO	-	-	55	11	17	44	-	8	
ILLINOIS	-	201	568	553	525	189	221	256	
INDIANA	110	-	218	231	231	77	95	95	
ICELAND	-	-	184	245	266	48	38	117	
KANSAS	-	-	93	102	99	40	44	38	
KENTUCKY	-	60	123	291	62	41	-	26	
LOUISIANA	-	-	148	209	202	56	55	73	
MAINE	-	-	29	75	47	-	17	50	
MARYLAND	-	-	124	111	123	52	52	112	
MASSACHUSETTS	-	-	219	318	345	150	171	133	
MICHIGAN	-	-	443	443	462	126	126	140	
MINNESOTA	-	-	71	141	174	67	68	58	
MISSISSIPPI	-	43	107	21	113	22	6	41	
MISSOURI	-	-	150	136	140	92	88	82	
MontANA	-	-	16	76	76	-	-	-	
NEBRASKA	-	-	65	65	65	73	73	32	
NEVADA	-	-	23	23	23	6	6	9	
NEW HAMPSHIRE	-	-	40	40	51	20	20	26	
NEW JERSEY	-	-	136	225	126	172	172	21	
NEW MEXICO	-	-	-	-	-	-	-	-	
NEW YORK	-	-	419	419	513	286	286	295	
NORTH CAROLINA	-	51	113	218	290	63	68	95	
NORTH DAKOTA	-	-	9	21	21	-	-	3	
OHIO	12	21	28	27	421	4	15	199	
OKLAHOMA	-	160	26	20	64	30	25	36	
OREGON	-	-	42	40	165	34	34	32	
PENNSYLVANIA	-	53	54	406	795	120	117	177	
PUERTO RICO	-	7	90	15	24	-	-	-	
RHODE ISLAND	-	-	15	11	24	-	-	-	
SOUTH CAROLINA	-	-	162	60	41	94	94	94	
SOUTH DAKOTA	-	-	21	20	23	12	12	12	
TEXAS	-	-	130	140	151	146	146	146	
UTAH	-	-	918	116	628	64	64	72	
VERMONT	-	-	23	21	23	61	61	61	
VIRGINIA	-	222	272	272	251	34	34	38	
WASHINGTON	-	27	49	49	124	18	18	33	
WEST VIRGINIA	125	-	56	51	114	33	33	48	
WISCONSIN	-	-	196	189	221	70	70	173	
WYOMING	-	-	28	21	24	4	4	3	
AMERICAN SAMOA	-	-	2	2	2	-	-	-	
GUAM	-	-	3	11	3	4	4	3	
NORTHERN MARIANAS	-	-	2	2	2	-	-	-	
TRUST TERRITORIES	-	-	2	12	12	4	4	4	
VIRGIN ISLANDS	-	-	2	8	8	2	2	2	
BUREAU OF INDIAN AFFAIRS	-	-	2	2	2	2	2	2	
U.S. AND TERRITORIES	84	2231	5789	2105	2236	2470	2524	4255	

(Continued)

Table 8, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	DEAF-BLIND		
	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS AVAILABLE 1978-79
ALABAMA	.	83	5
ALASKA	.	.	.
ARIZONA	.	.	.
ARKANSAS	.	.	.
CALIFORNIA	.	.	.
COLORADO	.	.	.
CONNECTICUT	.	.	6
DELAWARE	.	.	.
DISTRICT OF COLUMBIA	.	.	.
FLORIDA	.	.	.
GEORGIA	.	.	.
HAWAII	.	.	.
IDAHO	.	.	.
ILLINOIS	.	.	.
INDIANA	.	.	.
IOWA	.	.	.
KANSAS	.	.	.
KENTUCKY	.	.	.
LOUISIANA	.	.	.
MAINE	.	.	.
MARYLAND	.	.	69
MASSACHUSETTS	.	.	.
MICHIGAN	.	.	.
MINNESOTA	.	.	.
MISSISSIPPI	.	.	.
MISSOURI	.	.	.
MONTANA	.	.	.
NEBRASKA	.	8	6
NEVADA	.	.	.
NEW HAMPSHIRE	.	.	.
NEW JERSEY	.	.	.
NEW MEXICO	.	.	.
NEW YORK	.	.	24
NORTH CAROLINA	.	.	.
NORTH DAKOTA	.	.	.
OHIO	.	.	0
OKLAHOMA	.	.	.
OREGON	.	.	.
PENNSYLVANIA	.	.	108
PUERTO RICO	.	.	.
RHODE ISLAND	.	.	.
SOUTH CAROLINA	.	.	.
SOUTH DAKOTA	.	.	.
TENNESSEE	.	.	.
TEXAS	.	7	.
UTAH	.	.	.
VERMONT	.	.	.
VIRGINIA	.	.	.
WASHINGTON	.	.	.
WEST VIRGINIA	.	.	.
WISCONSIN	.	.	.
WYOMING	.	.	.
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U S AND TERRITORIES	104	225	.

(Continued)

Table 8, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

+-----ALL CONDITIONS-----+

STATE	TEACHERS AVAILABLE 1976-77	TEACHERS AVAILABLE 1977-78	TEACHERS AVAILABLE 1978-79
ALABAMA	3,259	3,635	3,949
ALASKA	508	542	533
ARIZONA	2,888	2,450	2,746
ARKANSAS	1,456	1,697	1,626
CALIFORNIA	13,507	15,720	16,509
COLORADO	3,001	3,050	3,030
CONNECTICUT	3,984	2,662	2,493
DELAWARE	838	741	1,014
DISTRICT OF COLUMBIA	688	72	747
FLORIDA	6,602	6,860	7,294
GEORGIA	4,775	4,695	5,023
HAWAII	702	730	730
IDAHO	851	641	727
ILLINOIS	12,679	10,595	14,331
INDIANA	3,583	4,223	4,223
IOWA	3,852	3,106	4,328
KANSAS	1,755	2,038	2,053
KENTUCKY	3,402	5,582	3,275
LOUISIANA	3,240	3,641	4,062
MAINE	1,040	806	2,344
MARYLAND	4,019	3,652	4,307
MASSACHUSETTS	6,362	6,880	6,893
MICHIGAN	8,403	8,403	7,986
MINNESOTA	4,838	5,463	5,579
MISSISSIPPI	1,971	1,741	2,298
MISSOURI	4,415	4,925	5,166
MontANA	966	966	751
NEBRASKA	1,230	1,512	1,512
NEVADA	525	560	598
NEW HAMPSHIRE	1,007	1,007	1,258
NEW JERSEY	5,644	6,250	5,345
NEW MEXICO			
NEW YORK	13,698	13,696	14,272
NORTH CAROLINA	4,058	3,868	5,168
NORTH DAKOTA	352	402	417
OHIO	6,702	9,049	10,787
OKLAHOMA	2,173	2,235	2,937
OREGON	1,559	1,406	1,541
PENNSYLVANIA	8,887	8,955	9,400
PUERTO RICO	696	701	691
RHODE ISLAND	505	569	823
SOUTH CAROLINA	3,559	3,486	3,413
SOUTH DAKOTA	409	290	562
TENNESSEE	4,700	3,908	3,744
TEXAS	6,864	13,914	9,598
UTAH	1,102	1,166	1,030
VERMONT	283	386	446
VIRGINIA	3,763	4,775	4,738
WASHINGTON	2,132	2,320	2,183
WEST VIRGINIA	1,650	1,837	1,704
WISCONSIN	4,940	4,335	5,771
WYOMING	444	487	478
AMERICAN SAMOA	20	20	33
GUAM	64	106	-
NORTHERN MARIANAS		6	-
TRUST TERRITORIES	53	59	135
VIRGIN ISLANDS	71	76	-
SUR. OF INDIAN AFFAIRS	132	263	379
U.S. AND TERRITORIES	179,804	194,802	203,238

Table 9

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
AVAILABLE SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	ALL STAFF			SOCIAL WORKERS			OCCUPATIONAL/ RECREATIONAL THERAPISTS		
	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979
ALABAMA	367	828	1,346	0	26	15	2	2	26
ALASKA	330	444	916	0	3	5	0	2	7
ARIZONA	2,158	2,548	3,113	35	55	102	32	29	30
ARKANSAS	1,569	1,690	1,589	2	-	24	44	45	30
CALIFORNIA	18,459	21,244	24,303	88	124	128	81	83	149
COLORADO	2,511	2,533	2,704	245	245	330	37	61	96
CONNECTICUT	3,054	3,201	6,582	-	307	309	24	29	-
DELAWARE	384	718	522	36	36	34	18	18	23
DISTRICT OF COLUMBIA	956	1,111	1,190	66	90	110	25	41	41
FLORIDA	2,978	3,505	3,224	10	58	243	97	110	198
GEORGIA	2,275	2,275	2,608	224	224	129	41	41	50
HAWAII	241	541	541	31	41	41	7	36	36
IDAHO	729	622	737	17	17	17	18	-	18
ILLINOIS	16,545	16,238	9,846	756	808	955	34	41	87
INDIANA	3,143	3,298	3,348	28	30	30	59	64	64
IOWA	2,203	2,683	3,378	121	145	191	27	41	49
KANSAS	1,566	1,817	2,048	38	53	67	6	6	11
KENTUCKY	3,417	2,283	7,182	51	26	88	46	50	5
LOUISIANA	4,430	4,674	4,883	69	64	84	74	15	15
MAINE	3,841	2,502	3,244	28	31	79	0	4	49
MARYLAND	3,409	3,450	4,010	36	34	82	21	24	88
MASSACHUSETTS	7,695	8,259	11,109	446	443	933	91	168	91
MICHIGAN	7,095	7,095	9,002	924	925	972	177	177	205
MINNESOTA	2,713	3,313	4,091	260	662	317	27	76	86
MISSISSIPPI	1,311	868	1,426	161	27	39	6	5	26
MISSOURI	2,652	3,352	3,063	2	125	65	96	123	135
MONTANA	277	276	753	6	6	6	1	-	9
NEBRASKA	1,030	757	757	-	9	9	-	-	-
NEVADA	274	381	469	6	8	5	1	2	2
NEW HAMPSHIRE	2,985	2,985	3,449	396	398	213	127	127	161
NEW JERSEY	8,210	5,663	14,535	724	767	667	29	31	912
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	7,882	7,882	10,734	38	38	595	0	-	-
NORTH CAROLINA	3,910	6,010	6,106	128	513	550	66	154	140
NORTH DAKOTA	330	318	379	5	8	15	1	5	6
OHIO	2,576	4,778	4,956	0	0	-	31	376	379
OKLAHOMA	1,336	1,768	10,257	38	14	39	17	22	2
OREGON	1,126	1,869	1,876	9	40	38	18	36	14
PENNSYLVANIA	6,511	7,630	8,342	-	68	-	-	20	38
PUERTO RICO	242	265	631	19	16	22	6	3	8
RHODE ISLAND	235	719	1,045	21	26	65	8	21	51
SOUTH CAROLINA	3,050	2,857	2,514	133	134	89	72	70	27
SOUTH DAKOTA	589	710	10	4	4	-	9	23	-
TENNESSEE	2,495	3,259	3,527	90	107	81	30	39	31
TEXAS	3,780	9,312	14,454	-	-	43	200	100	230
UTAH	823	857	1,191	54	80	63	2	16	20
VERMONT	677	901	1,172	0	1	9	9	9	12
VIRGINIA	3,343	3,578	3,892	352	269	325	59	49	86
WASHINGTON	1,682	2,388	2,229	0	31	39	0	76	89
WEST VIRGINIA	655	737	786	8	91	33	1	3	4
WISCONSIN	2,678	3,162	3,301	190	191	345	115	148	257
WYOMING	620	808	979	15	32	45	13	19	30
AMERICAN SAMOA	17	17	26	0	0	1	1	1	2
GUAM	34	85	-	2	1	-	0	0	-
NORTHERN MARIANAS	-	4	-	-	0	-	-	0	-
TRUST TERRITORIES	27	45	30	0	14	0	3	3	-
VIRGIN ISLANDS	44	92	-	0	1	-	0	0	-
BUR. OF INDIAN AFFAIRS	182	453	632	11	28	37	-	23	33
U.S. AND TERRITORIES	159,640	171,760	215,140	5,881	7,459	8,702	1,905	2,678	4,085

(Continued)

Table 9, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
AVAILABLE SINCE SCHOOL YEAR 1978-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	HOME-HOSPITAL TEACHERS			TEACHER AIDES			PHYSICAL ED COORDINATORS		
	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979
ALABAMA	18	45	54	180	425	705	0	-	1
ALASKA	5	20	15	205	260	200	0	2	200
ARIZONA	107	107	98	903	1,255	1,492	14	91	81
ARKANSAS	50	25	19	416	420	364	25	25	132
CALIFORNIA	1,093	971	1,049	8,230	9,838	11,868	880	1,163	1,068
COLORADO	89	43	57	776	816	986	38	61	5
CONNECTICUT	26	123	-	1,272	994	-	6	198	1,662
DELAWARE	3	53	1	111	184	175	34	77	52
DISTRICT OF COLUMBIA	32	26	26	215	206	227	21	14	21
FLORIDA	-	-	164	2,011	2,258	1,755	64	11	78
GEORGIA	-	-	153	656	666	981	17	17	177
HAWAII	3	2	2	69	234	234	-	0	0
IDAHO	6	6	6	376	370	412	10	1	3
ILLINOIS	2,075	1,654	2,358	9,532	11,214	4,498	200	257	60
INDIANA	1,158	1,208	1,208	1,215	1,275	1,275	-	-	50
IOWA	63	75	102	865	935	1,532	18	25	28
KANSAS	26	46	-	832	970	1,193	3	3	4
KENTUCKY	64	65	245	395	148	818	1,409	1,409	41
LOUISIANA	75	164	137	2,604	3,042	3,042	60	328	320
MAINE	0	15	644	1,067	467	686	511	749	381
MARYLAND	25	189	205	1,443	1,446	1,770	65	121	32
MASSACHUSETTS	314	-	-	3,294	2,435	4,773	58	-	-
MICHIGAN	115	115	149	4,540	4,540	5,094	0	-	0
MINNESOTA	-	-	-	1,582	1,577	2,835	-	-	-
MISSISSIPPI	20	17	41	300	336	416	-	5	31
MISSOURI	5	-	1	1,764	1,947	2,385	58	5	35
MONTANA	14	14	14	135	135	343	2	-	10
NEBRASKA	21	21	21	375	375	375	-	-	-
NEVADA	15	16	15	170	210	308	4	20	6
NEW HAMPSHIRE	16	16	20	1,183	1,183	1,477	64	84	105
NEW JERSEY	46	48	921	342	353	1,202	150	170	4,844
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	282	282	341	5,251	5,251	5,771	619	619	657
NORTH CAROLINA	56	93	118	1,505	1,741	1,800	126	140	250
NORTH DAKOTA	37	7	7	100	91	121	1	1	1
OHIO	0	132	132	184	1,439	1,499	4	123	123
OKLAHOMA	636	933	-	56	112	1,891	9	16	6,852
OREGON	153	119	76	458	769	951	47	137	70
PENNSYLVANIA	-	-	-	4,187	4	4,700	-	-	-
PUERTO RICO	0	90	201	55	64	92	9	10	19
RHODE ISLAND	-	54	13	-	6	295	-	104	125
SOUTH CAROLINA	170	84	127	970	755	1,059	18	139	185
SOUTH DAKOTA	6	8	10	207	207	-	6	20	-
TENNESSEE	210	264	245	1,450	1,350	1,367	15	126	125
TEXAS	-	-	461	1,100	5,940	6,023	55	60	98
UTAH	58	44	16	267	284	517	35	31	46
VERMONT	223	24	24	297	382	559	4	260	260
VIRGINIA	543	154	175	1,412	1,981	1,817	38	62	68
WASHINGTON	0	50	31	586	1,123	1,036	0	17	10
WEST VIRGINIA	109	-	80	287	319	318	21	31	9
WISCONSIN	32	28	-	1,085	1,237	1,303	106	205	61
WYOMING	6	3	6	226	311	352	16	19	17
AMERICAN SAMOA	0	0	1	1	1	4	0	0	2
GUAM	2	4	-	14	39	-	1	3	-
NORTHERN MARIANAS	-	1	-	-	0	-	-	2	-
TRUST TERRITORIES	2	2	0	6	6	0	0	-	0
VIRGIN ISLANDS	0	0	-	13	49	-	0	20	-
BUR. OF INDIAN AFFAIRS	3	5	5	101	213	294	11	22	36
U.S. AND TERRITORIES	8,243	7,469	9,795	68,676	78,939	85,277	6,014	7,232	18,745

(Continued)

Table 9, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
AVAILABLE SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	SUPERVISORS			OTHER NON-INSTRUCTIONAL STAFF			PSYCHOLOGISTS/DIAGNOSTIC STAFF		
	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979
ALABAMA	74	140	238	0	-	118	63	160	161
ALASKA	19	59	59	21	16	16	28	24	38
ARIZONA	259	126	118	70	224	545	324	294	311
ARKANSAS	177	185	134	421	500	321	126	160	155
CALIFORNIA	607	738	684	3,367	3,645	4,100	1,542	1,823	2,010
COLORADO	185	114	88	680	771	682	201	284	278
CONNECTICUT	257	229	181	573	288	2,684	381	420	418
DELAWARE	10	39	20	21	82	36	50	70	81
DISTRICT OF COLUMBIA	58	59	54	257	452	449	153	100	121
FLORIDA	337	479	370	148	292	6	71	163	296
GEORGIA	144	144	151	731	731	257	440	440	222
HAWAII	2	29	8	75	75	75	71	62	62
IDAHO	51	37	40	43	-	-	157	77	77
ILLINOIS	388	182	208	337	1,005	514	2,965	1,032	988
INDIANA	93	98	98	81	85	85	305	320	320
IOWA	175	351	219	90	113	143	306	375	347
KANSAS	93	89	74	32	63	89	214	234	249
KENTUCKY	165	165	5,808	186	162	-	957	106	135
LOUISIANA	226	147	147	230	285	255	379	157	157
MAINE	898	97	180	0	23	334	454	709	418
MARYLAND	228	127	157	586	527	443	154	215	290
MASSACHUSETTS	670	511	520	1,179	2,458	2,268	618	814	834
MICHIGAN	430	430	292	261	261	183	648	648	707
MINNESOTA	361	279	247	76	164	144	202	255	242
MISSISSIPPI	40	83	147	427	80	178	122	46	81
MISSOURI	56	174	73	337	810	255	133	72	84
MONTANA	45	43	51	0	-	19	66	66	107
NEBRASKA	90	90	90	97	97	97	142	142	142
NEVADA	3	11	15	6	8	12	40	50	57
NEW HAMPSHIRE	46	46	88	569	569	711	235	235	294
NEW JERSEY	300	310	249	2,144	2,188	20	1,619	847	3,224
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	713	713	957	0	-	501	105	105	1,625
NORTH CAROLINA	390	275	280	540	1,895	1,900	290	360	403
NORTH DAKOTA	15	32	40	0	0	16	11	13	14
OHIO	263	401	572	200	219	202	809	691	807
OKLAHOMA	38	41	35	255	264	-	195	244	90
OREGON	70	124	75	82	168	71	86	162	135
PENNSYLVANIA	449	495	770	442	570	2,360	184	307	612
PUERTO RICO	27	19	20	30	30	46	37	30	125
RHODE ISLAND	40	43	38	0	66	90	60	71	128
SOUTH CAROLINA	247	180	168	791	869	298	434	314	239
SOUTH DAKOTA	15	117	-	183	183	-	24	24	-
TENNESSEE	160	154	170	200	234	937	125	279	238
TEXAS	640	683	765	925	617	0	650	1,025	4,161
UTAH	56	5	48	69	35	97	89	118	158
VERMONT	1	27	32	3	10	14	14	41	46
VIRGINIA	263	260	256	66	194	452	398	468	462
WASHINGTON	143	120	36	361	225	174	263	318	283
WEST VIRGINIA	37	96	37	42	-	51	49	95	73
WISCONSIN	152	171	182	144	138	73	609	659	735
WYOMING	31	43	67	116	91	177	73	79	117
AMERICAN SAMOA	6	5	2	8	8	0	1	1	3
GUAM	3	4	-	2	15	-	3	8	-
NORTHERN MARIANAS	-	0	-	-	1	-	-	0	-
TRUST TERRITORIES	3	3	3	9	9	11	3	7	11
VIRGIN ISLANDS	3	4	-	16	24	-	9	8	-
BUR. OF INDIAN AFFAIRS	7	24	29	17	32	38	19	45	88
U.S. AND TERRITORIES	10,161	9,680	15,119	17,479	21,837	22,142	17,731	15,853	23,457

(Continued)

Table 9, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
AVAILABLE SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	SPEECH PATHOLOGISTS/ AUDIOLOGISTS			WORK-STUDY COORDINATORS + VOCATIONAL EDUCATION TEACHERS+		
	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979	AVAILABLE 1977	AVAILABLE 1978	AVAILABLE 1979
ALABAMA	0	-	9	30	30	19
ALASKA	35	56	64	7	12	312
ARIZONA	375	281	264	39	86	72
ARKANSAS	156	177	257	152	153	103
CALIFORNIA	2,089	2,228	2,826	477	635	423
COLORADO	42	47	72	152	111	113
CONNECTICUT	448	429	515	67	194	813
DELAWARE	2	52	50	99	108	49
DISTRICT OF COLUMBIA	87	93	106	42	30	35
FLORIDA	0	37	22	240	97	92
GEORGIA	-	-	314	22	22	196
HAWAII	43	54	54	7	8	8
IDAHO	20	104	144	31	10	18
ILLINOIS	20	20	29	238	25	129
INDIANA	2	5	5	202	213	213
ICWA	477	44	628	61	69	139
KANSAS	293	33	338	23	23	23
KENTUCKY	69	65	19	75	89	23
LOUISIANA	621	447	683	92	54	54
MAINE	107	281	367	776	126	96
MARYLAND	503	600	569	120	188	276
MASSACHUSETTS	903	1,001	1,360	142	282	121
MICHIGAN	0	-	1,399	0	-	0
MINNESOTA	-	-	-	140	189	188
MISSISSIPPI	20	163	360	215	97	108
MISSOURI	62	59	70	139	38	41
MONTANA	9	9	175	1	2	20
NEBRASKA	282	-	-	23	23	23
NEVADA	24	25	26	8	32	24
NEW HAMPSHIRE	156	158	193	177	173	217
NEW JERSEY	731	762	820	125	187	1,676
NEW MEXICO	-	-	-	-	-	-
NEW YORK	0	-	-	874	874	787
NORTH CAROLINA	437	464	320	352	375	395
NORTH DAKOTA	145	149	149	15	10	10
OHIO	937	1,197	1,043	148	199	200
OKLAHOMA	51	18	4	82	92	1,345
OREGON	119	203	200	85	131	46
PENNSYLVANIA	1,214	1,515	32	35	35	30
PUERTO RICO	5	12	15	54	16	136
RHODE ISLAND	106	155	155	0	13	95
SOUTH CAROLINA	48	52	45	167	260	276
SOUTH DAKOTA	118	109	-	15	15	-
TENNESSEE	50	327	535	205	179	173
TEXAS	40	60	1,910	170	827	762
UTAH	67	106	112	126	113	120
VERMONT	89	94	123	41	53	53
VIRGINIA	19	13	14	193	131	177
WASHINGTON	329	381	357	0	45	32
WEST VIRGINIA	7	10	163	92	92	28
WISCONSIN	10	15	19	235	370	327
WYOMING	86	134	122	36	73	44
AMERICAN SAMOA	0	0	1	3	3	4
GUAM	6	10	-	1	1	-
NORTHERN MARIANAS	-	0	-	-	0	-
TRUST TERRITORIES	1	1	1	0	0	3
VIRGIN ISLANDS	1	1	-	2	5	-
BUR. OF INDIAN AFFAIRS	11	29	43	2	33	49
U.S. AND TERRITORIES	11,502	13,269	17,099	6,857	7,251	10,720

Table 10

NUMBER OF CHILDREN 3 - 21 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

-----SPEECH IMPAIRED-----+-----EMOTIONALLY DISTURBED-----

STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS		REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	
				EN-	VIROUNENTS				EN-	VIROUNENTS
ALABAMA	45,601	679	204	0	1,620	932	106	0	0	0
ALASKA	2,362	150	25	0	278	100	9	3	0	0
ARIZONA	12,161	48	0	0	2,294	1,436	501	0	0	0
ARKANSAS	9,645	0	0	0	247	53	26	6	0	0
CALIFORNIA	107,339	2,329	85	56	3,888	18,965	2,143	721	0	0
COLORADO	12,758	182	1,899	0	4,701	2,977	1,327	0	0	0
CONNECTICUT	15,306	512	53	12	7,616	2,649	936	357	0	0
DELAWARE	1,377	88	0	4	1,274	863	175	31	0	0
DISTRICT OF COLUMBIA	2,958	22	89	16	381	48	479	106	0	0
FLORIDA	33,206	4,098	0	0	5,185	4,264	301	107	0	0
GEORGIA	23,172	2,901	141	7	11,034	2,112	77	58	0	0
HAWAII	803	0	0	0	66	180	0	38	0	0
IDAHO	4,300	30	0	0	1,024	207	2	0	0	0
ILLINOIS	74,980	1,054	118	0	21,838	4,577	3,262	0	0	0
INDIANA	56,234	112	0	0	462	1,213	0	0	0	0
IOWA	17,069	0	0	22	1,089	1,560	120	25	0	0
KANSAS	7,458	1,999	145	9	1,073	1,296	1,659	13	0	0
KENTUCKY	26,543	75	139	4	855	210	889	241	0	0
LOUISIANA	35,000	246	22	0	1,227	3,681	611	73	0	0
MAINE	5,850	156	0	69	3,141	294	432	99	0	0
MARYLAND	25,254	2,636	78	86	905	1,750	899	488	0	0
MASSACHUSETTS	-	-	-	-	-	-	-	-	0	0
MICHIGAN	43,093	2,742	10	1,297	6,868	6,001	610	47	0	0
MINNESOTA	22,191	575	0	21	1,504	1,030	1,042	221	0	0
MISSISSIPPI	10,563	3,305	47	4	8	128	19	5	0	0
MISSOURI	36,190	702	0	672	3,422	2,413	194	468	0	0
MONTANA	4,610	19	0	0	370	134	117	0	0	0
NEBRASKA	11,082	20	0	0	215	1,201	186	0	0	0
NEVADA	3,891	37	0	0	67	77	201	42	0	0
NEW HAMPSHIRE	1,114	260	51	313	31	25	50	5	0	0
NEW JERSEY	56,454	8,844	159	16	2,409	7,806	2,022	941	0	0
NEW MEXICO	-	-	-	-	-	-	-	-	0	0
NEW YORK	47,512	182	48	14	5,054	26,245	2,141	917	0	0
NORTH CAROLINA	27,284	983	28	68	1,460	1,250	121	645	0	0
NORTH DAKOTA	3,262	466	0	0	144	44	7	4	0	0
OHIO	63,702	0	0	0	0	2,970	0	215	0	0
OKLAHOMA	17,670	181	0	114	81	302	7	7	0	0
OREGON	12,399	201	2	335	1,288	512	72	64	0	0
PENNSYLVANIA	81,945	5,758	0	0	1,552	5,959	1,944	305	0	0
PUERTO RICO	115	150	63	23	77	286	62	59	0	0
RHODE ISLAND	3,899	8	4	3	633	238	4	6	0	0
SOUTH CAROLINA	22,307	17	4	0	2,624	1,951	137	236	0	0
SOUTH DAKOTA	4,533	158	15	0	107	111	124	0	0	0
TENNESSEE	32,866	87	120	22	2,103	361	1,010	80	0	0
TEXAS	84,690	1,889	24	21	5,970	4,215	1,140	2,180	0	0
UTAH	6,914	1	70	50	8,818	638	172	264	0	0
VERMONT	2,754	269	73	5	3,712	55	17	140	0	0
VIRGINIA	32,400	832	50	43	956	1,972	1,131	316	0	0
WASHINGTON	10,505	1,374	93	2	1,963	3,601	339	47	0	0
WEST VIRGINIA	8,732	1,442	0	0	297	315	0	0	0	0
WISCONSIN	12,738	9	0	0	28	6,247	131	0	0	0
WYOMING	2,929	865	28	0	37	542	24	101	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-	0	0
NORTHERN MARIANAS	12	0	0	0	0	1	0	0	0	0
TRUST TERRITORIES	43	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	308	0	0	0	7	23	0	0	0	0
BUREAU OF INDIAN AFFAIRS	661	184	0	0	200	71	4	0	0	0
U.S. AND TERRITORIES	1,154,759	48,912	4,060	3,314	122,193	126,092	27,902	9,681	0	0

(Continued)

Table 10, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

-----LEARNING DISABLED----- * -----MENTALLY RETARDED-----

STATE	OTHER				OTHER			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	EN- VIRONMENTS
ALABAMA	12,263	320	65	0	27,901	7,098	473	0
ALASKA	6,173	370	3	0	603	419	73	3
ARIZONA	18,072	2,615	97	0	2,042	4,592	466	0
ARKANSAS	10,353	64	0	0	13,004	2,326	1,782	1,155
CALIFORNIA	88,529	31,006	945	355	1,653	34,328	397	159
COLORADO	23,227	1,224	490	0	2,090	4,144	1,897	0
CONNECTICUT	23,680	3,023	242	108	2,189	5,371	459	104
DELAWARE	3,072	2,217	96	5	788	1,210	742	43
DISTRICT OF COLUMBIA	1,565	990	164	1	553	219	1,234	285
FLORIDA	37,307	5,367	0	3	7,273	14,331	7,682	63
GEORGIA	24,023	2,405	19	0	17,580	13,265	540	32
HAWAII	4,160	2,258	0	14	658	1,132	201	79
IDAHO	6,055	2,266	34	0	55	3,026	1,272	33
ILLINOIS	70,056	1,382	403	0	38,157	5,111	5,515	0
INDIANA	6,337	1,082	0	0	2,756	26,200	0	0
IOWA	20,840	1,269	0	72	2,431	9,900	485	144
KANSAS	290	1,701	98	2	900	6,979	1,096	261
KENTUCKY	10,998	1,063	281	118	9,841	10,516	4,533	240
LOUISIANA	16,634	7,473	356	0	3,939	15,752	3,919	25
MAINE	7,007	133	28	58	4,571	369	587	109
MARYLAND	38,480	11,523	157	24	3,489	10,714	1,017	83
MASSACHUSETTS	25,051	10,021	0	53	5,033	18,079	280	51
MICHIGAN	29,703	2,459	325	195	5,810	5,800	2,785	2,116
MINNESOTA	2,345	3,411	37	6	1,048	16,404	471	158
MISSISSIPPI	26,658	3,658	0	421	5,939	15,089	3,499	292
MISSOURI	6,025	582	9	0	886	237	101	0
MONTANA	9,402	0	0	0	5,302	2,308	257	0
NEBRASKA	4,237	351	0	104	506	384	306	149
NEVADA	3,417	3,463	162	87	187	1,315	330	88
NEW HAMPSHIRE	18,009	22,479	1,387	143	2,928	13,848	695	3,915
NEW JERSEY	14,573	4,036	141	15	3,690	35,257	1,640	410
NEW MEXICO	24,452	2,229	49	1,188	30,679	10,081	3,121	1,304
NORTH CAROLINA	3,177	92	0	0	230	1,268	158	26
NORTH DAKOTA	18,777	29,921	0	0	0	53,598	9,858	0
OHIO	22,204	454	6	15	5,937	6,686	3	72
OKLAHOMA	16,389	560	81	242	1,901	1,773	115	31
OREGON	15,891	12,008	3,011	0	1,863	43,537	16	3,446
PENNSYLVANIA	1,088	288	233	0	4,393	4,081	739	303
PUERTO RICO	7,088	1,086	3	3	584	1,030	18	0
RHODE ISLAND	14,517	1,481	3	4	15,553	9,582	244	34
SOUTH CAROLINA	1,942	86	33	0	682	339	217	0
SOUTH DAKOTA	23,513	1,291	237	14	16,382	7,306	3,112	82
TEXAS	139,309	13,835	288	38	10,913	21,708	2,122	213
UTAH	12,415	171	361	53	1,822	1,920	1,189	524
VERMONT	1,529	80	43	5	778	1,368	22	81
VIRGINIA	18,448	4,963	251	14	3,210	17,565	1,793	185
WASHINGTON	11,121	7,240	73	3	1,680	8,333	1,297	10
WEST VIRGINIA	4,356	2,281	0	0	3,738	5,088	0	0
WISCONSIN	9,317	51	0	0	20	14,152	769	0
WYOMING	772	4,744	10	0	28	1,044	107	137
AMERICAN SAMOA	73	0	0	0	0	57	0	0
GUAM	0	0	0	0	0	11	0	0
NORTHERN MARIANAS	0	0	0	0	0	65	11	0
TRUST TERRITORIES	16	15	0	0	31	457	0	0
VIRGIN ISLANDS	192	0	0	0	14	457	0	0
BUR. OF INDIAN AFFAIRS	1,699	368	0	0	353	108	82	36
U.S. AND TERRITORIES	926,922	213,455	10,527	3,371	274,591	497,718	69,697	16,481

(Continued)

Table 10, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

-----OTHER HEALTH IMPAIRED----- -----ORTHOPEDICALLY IMPAIRED-----

STATE	OTHER				OTHER			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	ENVIRONMENTS
ALABAMA	81	156	114	158	103	301	22	0
ALASKA	63	18	6	5	91	50	10	1
ARIZONA	0	0	0	1,563	383	109	30	0
ARKANSAS	225	0	0	19	178	24	89	3
CALIFORNIA	27,193	5,875	43	2,556	3,033	4,771	9	385
COLORADO	418	1,265	767	0	-	-	-	-
CONNECTICUT	529	188	120	154	309	152	57	76
DELAWARE	0	0	2	1	13	22	153	0
DISTRICT OF COLUMBIA	5	1	8	204	0	0	425	107
FLORIDA	0	440	841	187	678	1,060	99	30
GEORGIA	862	43	4	2,627	460	576	25	86
HAWAII	0	2	1	0	0	23	100	0
IDAHO	159	33	0	33	242	73	24	7
ILLINOIS	717	272	215	0	866	2,805	565	0
INDIANA	120	836	0	0	101	535	0	0
IOWA	1	624	0	5	242	228	45	61
KANSAS	0	0	403	420	204	92	34	0
KENTUCKY	139	79	57	1,140	605	82	69	65
LOUISIANA	364	259	0	1,294	56	351	96	0
MAINE	127	35	45	121	183	94	32	33
MARYLAND	72	50	2	2,315	199	615	85	934
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	840	1,749	3	374	279	698	2	123
MINNESOTA	413	40	210	825	493	299	234	76
MISSISSIPPI	14	30	21	90	12	11	1	13
MISSOURI	2,277	295	0	105	809	601	0	128
MONTANA	15	32	0	214	40	35	0	114
NEBRASKA	-	-	-	-	146	278	0	0
NEVADA	10	11	192	18	16	12	33	62
NEW HAMPSHIRE	96	35	14	39	80	24	25	32
NEW JERSEY	150	1,265	15	361	145	932	571	573
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,272	27,522	4,371	2,303	447	1,044	569	723
NORTH CAROLINA	1,666	121	145	409	504	205	193	142
NORTH DAKOTA	52	22	4	14	49	42	47	7
OHIO	0	2,192	0	1,278	-	-	-	-
OKLAHOMA	436	46	2	47	122	138	0	22
OREGON	461	5	25	179	452	135	26	88
PENNSYLVANIA	-	-	-	-	589	2,338	259	29
PUERTO RICO	69	134	121	387	15	75	77	90
RHODE ISLAND	16	3	1	19	-	30	4	0
SOUTH CAROLINA	12	0	0	275	263	312	69	573
SOUTH DAKOTA	2	56	0	0	20	40	78	0
TENNESSEE	2,517	76	111	461	1,039	1,552	854	477
TEXAS	326	2,838	812	1,483	2,656	2,330	421	4,079
UTAH	518	92	48	100	110	49	88	17
VERMONT	120	3	71	5	111	11	32	5
VIRGINIA	43	72	843	189	145	348	404	45
WASHINGTON	26	83	26	332	318	954	126	23
WEST VIRGINIA	267	152	0	0	58	233	0	0
WISCONSIN	77	2	0	426	1,300	0	0	0
WYOMING	7	41	28	1	2	23	17	2
AMERICAN SAMOA	0	3	0	0	0	5	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	3	0	0
TRUST TERRITORIES	33	3	0	0	0	0	0	0
VIRGIN ISLANDS	0	7	0	0	0	8	0	0
BUR. OF INDIAN AFFAIRS	16	7	0	14	29	8	0	0
U.S. AND TERRITORIES	47,142	47,118	9,649	22,860	18,277	23,769	6,278	9,281

(Continued)

Table 10, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	MULTI-HANDICAPPED					HARD OF HEARING/DEAF				
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES
ALABAMA	-	-	-	-	324	334	560	0	-	-
ALASKA	-	-	-	-	115	120	6	0	-	-
ARIZONA	123	333	112	0	393	52	462	0	-	-
ARKANSAS	-	-	-	-	299	61	325	3	-	-
CALIFORNIA	-	-	-	-	1 146	5 347	29	12	-	-
COLORADO	-	-	-	-	634	278	159	0	-	-
CONNECTICUT	-	-	-	-	511	162	178	10	-	-
DELAWARE	-	-	-	-	26	9	141	0	-	-
DISTRICT OF COLUMBIA	-	-	-	-	28	2	45	5	-	-
FLORIDA	-	-	-	-	0	1 323	608	1	-	-
GEORGIA	-	-	-	-	1 033	383	175	270	-	-
HAWAII	-	-	-	-	37	160	110	0	-	-
IDAHO	0	318	67	0	81	152	140	0	-	-
ILLINOIS	-	-	-	-	1 874	2 254	452	0	-	-
INDIANA	-	-	-	-	158	479	665	0	-	-
IOWA	-	-	-	-	348	341	307	26	-	-
KANSAS	-	-	-	-	806	249	357	5	-	-
KENTUCKY	46	162	108	105	206	125	930	30	-	-
LOUISIANA	-	-	-	-	541	460	629	0	-	-
MAINE	-	-	-	-	269	65	143	13	-	-
MARYLAND	-	-	-	-	1 030	875	66	26	-	-
MASSACHUSETTS	-	-	-	-	844	1 675	0	31	-	-
MICHIGAN	-	-	-	-	653	217	382	407	-	-
MINNESOTA	-	-	-	-	72	216	32	0	-	-
MISSISSIPPI	19	173	66	35	1 606	460	273	188	-	-
MISSOURI	-	-	-	-	158	22	140	0	-	-
MONTANA	579	130	22	0	64	377	177	0	-	-
NEBRASKA	0	130	0	0	14	53	0	10	-	-
NEVADA	-	-	-	-	100	52	71	15	-	-
NEW HAMPSHIRE	-	-	-	-	502	1 437	75	648	-	-
NEW JERSEY	-	-	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	1 551	1 662	1 646	36	-	-
NORTH CAROLINA	249	598	182	100	1 028	220	114	121	-	-
NORTH DAKOTA	-	-	-	-	112	24	90	10	-	-
OHIO	-	1 335	1 549	0	196	2 270	255	0	-	-
OKLAHOMA	52	428	0	63	235	237	3	15	-	-
OREGON	-	-	-	-	562	201	179	6	-	-
PENNSYLVANIA	19	522	0	0	3 147	1 476	1 062	0	-	-
PUERTO RICO	139	337	148	300	57	703	318	42	-	-
RHODE ISLAND	-	-	-	-	73	18	3	0	-	-
SOUTH CAROLINA	-	-	-	-	482	328	18	12	-	-
SOUTH DAKOTA	108	154	81	0	369	3	13	0	-	-
TEXAS	-	-	-	-	1 729	602	511	12	-	-
UTAH	-	-	-	-	1 485	2 382	535	83	-	-
VERMONT	-	-	-	-	417	42	6	101	-	-
VIRGINIA	-	-	-	-	219	108	115	10	-	-
WASHINGTON	-	-	-	-	627	191	528	9	-	-
WEST VIRGINIA	-	-	-	-	185	842	246	1	-	-
WISCONSIN	-	-	-	-	295	206	0	0	-	-
WYOMING	-	-	-	-	29	117	449	0	-	-
AMERICAN SAMOA	-	-	-	-	221	44	58	43	-	-
GUAM	-	-	-	-	0	24	0	0	-	-
NORTHERN MARIANAS	0	4	0	0	0	17	0	0	-	-
TRUST TERRITORIES	-	-	-	-	65	49	0	0	-	-
VIRGIN ISLANDS	-	-	-	-	0	33	0	0	-	-
BUREAU OF INDIAN AFFAIRS	0	107	74	23	46	63	0	0	-	-
U.S. AND TERRITORIES	1,333	4,731	2,409	626	27 120	30 922	13 786	2 201	-	-

(Continued)

Table 10, Continued

NUMBER OF CHILDREN 3-21 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	VISUALLY HANDICAPPED				DEAF BLIND	OTHER EN VIROMENTS		
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS				
ALABAMA	285	45	204	0				
ALASKA	42	20	91	0				
ARIZONA	212	2	88	0				
ARKANSAS	101	0	187	1				
CALIFORNIA	1,431	506	13	7				
COLORADO	269	6	78	0				
CONNECTICUT	264	14	37	5				
DELAWARE	45	20	1	7				
DISTRICT OF COLUMBIA	29	0	48	1				
FLORIDA	606	189	171	0				
GEORGIA	674	135	97	12				
HAWAII	20	10	11	0				
IDAHO	82	30	91	0	2	5	31	0
ILLINOIS	1,055	690	205	0				
INDIANA	295	38	221	0				
IOWA	98	36	97	10				
KANSAS	157	29	218	3				
KENTUCKY	161	27	282	14	12	23	176	20
LOUISIANA	197	182	173	0				
MAINE	105	22	19	27				
MARYLAND	439	97	236	5				
MASSACHUSETTS								
MICHIGAN	348	380	0	3				
MINNESOTA	370	72	41	79				
MISSISSIPPI	21	30	7	4				
MISSOURI	774	141	152	75				
MONTANA	92	4	141	0	1	0	12	0
NEBRASKA	128	14	73	0				
NEVADA	62	0	0	5				
NEW HAMPSHIRE	94	18	5	8				
NEW JERSEY	216	163	38	1,040				
NEW MEXICO								
NEW YORK	1,604	168	223	26				
NORTH CAROLINA	591	12	265	11	2	21	94	13
NORTH DAKOTA	73	7	42	2				
OHIO	88	771	144	0				
OKLAHOMA	104	44	0	11	2	11		2
OREGON	501	62	63	1				
PENNSYLVANIA	2,230	968	399	0				
PUERTO RICO	56	62	13	10				
RHODE ISLAND	41	5	1	0				
SOUTH CAROLINA	611	9	6	2				
SOUTH DAKOTA	15	1	32	1				
TENNESSEE	657	73	193	14				
TEXAS	908	439	103	70				
UTAH	135	0	4	68				
VERMONT	73	3	20	5				
VIRGINIA	589	47	193	2				
WASHINGTON	178	117	130	0				
WEST VIRGINIA	153	35	0	0				
WISCONSIN	18	145	260	0				
WYOMING	189	14	13	4				
AMERICAN SAMOA	0	4	0	0				
GUAM								
NORTHERN MARIANAS	1	2	0	0	0	1	0	0
TRUST TERRITORIES	21	0	0	0				
VIRGIN ISLANDS	0	0	0	0				
BUREAU OF INDIAN AFFAIRS	20	8	5	1				
U.S. AND TERRITORIES	17,485	6,918	5,094	1,538	22	178	274	16

(Continued)

Table 10, Continued

NUMBER OF CHILDREN 3 TO 17 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	TOTAL				OTHER ENVIRONMENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	
ALABAMA	58,178	9,865	1,748	158	
ALASKA	9,727	1,247	223	12	
ARIZONA	35	9,187	1,756	1,563	
ARKANSAS	34,052	2,528	2,409	1,187	
CALIFORNIA	234,217	104,127	3,664	4,251	
COLORADO	44,097	10,076	6,617	0	
CONNECTICUT	50,404	12,071	2,082	836	
DELAWARE	6,595	4,429	1,310	91	
DISTRICT OF COLUMBIA	5,519	1,282	2,492	725	
FLORIDA	84,255	31,070	10,202	391	
GEORGIA	78,838	21,820	1,278	3,092	
HAWAII	5,744	3,765	423	131	
IDAHO	11,998	6,140	1,801	73	
ILLINOIS	210,543	18,145	10,741	0	
INDIANA	66,463	30,495	886	0	
IOWA	42,118	12,958	1,104	365	
KANSAS	10,888	12,345	4,021	713	
KENTUCKY	49,406	12,362	7,420	1,981	
LOUISIANA	58,458	28,434	5,805	1,492	
MAINE	21,253	1,371	1,286	589	
MARYLAND	69,858	28,260	2,540	3,961	
MASSACHUSETTS	105,017	17,259	9,802	1,003	
MICHIGAN	82,356	41,345	905	1,979	
MINNESOTA	61,137	10,552	5,219	3,940	
MISSISSIPPI	14,102	23,717	2	316	
MISSOURI	77,675	23,362	4,118	349	
MONTANA	12,736	1,897	543	328	
NEBRASKA	26,336	4,320	693	0	
NEVADA	8,903	905	732	390	
NEW HAMPSHIRE	5,109	5,193	708	587	
NEW JERSEY	78,823	56,774	4,962	7,637	
NEW MEXICO					
NEW YORK	78,508	96,096	10,779	4,444	
NORTH CAROLINA	87,919	15,726	4,412	4,001	
NORTH DAKOTA	7,100	1,965	348	63	
OHIO	82,759	93,057	11,806	1,493	
OKLAHOMA	46,943	8,547	21	368	
OREGON	33,953	3,489	563	944	
PENNSYLVANIA	107,238	72,577	6,671	780	
PUERTO RICO	5,009	6,154	1,774	1,214	
RODE ISLAND	12,616	2,410	890	413	
SOUTH CAROLINA	56,159	13,680	481	1,136	
SOUTH DAKOTA	7,774	948	563	0	
TENNESSEE	80,806	10,348	6,148	1,162	
TEXAS	246,257	49,636	5,511	8,167	
UTAH	31,149	2,913	1,938	177	
VERMONT	9,326	1,697	353	256	
VIRGINIA	56,418	26,592	5,201	910	
WASHINGTON	25,976	22,544	2,330	418	
WEST VIRGINIA	15,894	9,752	0	0	
WISCONSIN	33,523	21,383	1,609	476	
WYOMING	4,186	317	386	288	
AMERICAN SAMOA	13	33			
GUAM					
NORTHERN MARIANAS	13	39	0	0	
TRUST TERRITORIES	202	134	11	0	
VIRGIN ISLANDS	521	488	0	0	
BUR. OF INDIAN AFFAIRS	3,026	922	165	74	
U.S. AND TERRITORIES	2,694,861	1,017,174	160,432	76,224	

Table 11

NUMBER OF CHILDREN 3 - 5 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	SPEECH IMPAIRED			EMOTIONALLY DISTURBED			OTHER	
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SCHOOLS	ENVIRONMENTS
ALABAMA	1,051	110	20	0	10	5	0	0
ALASKA	215	60	10	0	5	20	4	0
ARIZONA	1,408	12	0	0	9	7	1	0
ARKANSAS	1,343	0	0	0	10	0	2	0
CALIFORNIA	11,300	277	61	68	20	196	23	5
COLORADO	120	127	317	0	12	53	251	0
CONNECTICUT	2,314	256	20	5	125	68	16	0
DELAWARE	116	12	0	0	7	42	15	0
DISTRICT OF COLUMBIA	657	15	6	16	18	13	17	20
FLORIDA	1,06	1,081	0	0	21	60	15	3
GEORGIA	2,736	391	83	0	256	122	4	0
HAWAII	36	0	0	0	0	10	0	0
IDAHO	16	16	0	0	56	14	17	0
ILLINOIS	13,836	598	48	0	914	231	84	9
INDIANA	97	2	0	0	17	46	0	0
IOWA	3,910	0	0	0	11	44	0	19
KANSAS	220	39	61	0	0	44	18	0
KENTUCKY	2,154	53	133	0	10	7	94	2
LOUISIANA	4,672	20	20	0	45	135	1	0
MAINE	474	125	0	0	16	56	5	14
MARYLAND	2,772	430	66	73	0	12	18	4
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	5,740	399	9	245	26	424	5	17
MINNESOTA	3,626	350	1	0	31	50	1	0
MISSISSIPPI	323	286	42	0	0	8	1	0
MISSOURI	5,510	108	0	60	46	31	11	24
MONTANA	450	2	0	0	37	13	12	0
NEBRASKA	1,689	20	0	0	0	20	3	0
NEVADA	307	1	0	0	0	0	1	0
NEW HAMPSHIRE	42	23	20	198	0	0	0	0
NEW JERSEY	4,250	503	26	0	23	38	26	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,753	6	1	0	48	251	21	9
NORTH CAROLINA	2,480	107	12	0	32	103	6	35
NORTH DAKOTA	0	465	0	0	0	2	0	0
OHIO	188	0	0	0	0	25	0	0
OKLAHOMA	3,388	35	0	22	0	14	1	1
OREGON	414	23	0	37	0	11	1	1
PENNSYLVANIA	0	5,663	0	0	0	507	25	30
PUERTO RICO	4	52	3	4	1	13	2	0
ROHDE ISLAND	584	2	4	3	42	3	4	0
SOUTH CAROLINA	2,422	16	0	0	5	4	6	0
SOUTH DAKOTA	656	146	4	0	3	7	11	1
TENNESSEE	1,550	12	59	18	120	7	11	44
TEXAS	16,628	1,516	80	9	80	199	57	55
UTAH	169	0	11	49	107	0	0	0
VERMONT	269	269	10	5	48	49	15	15
VIRGINIA	3,513	206	9	46	2	44	7	7
WASHINGTON	851	156	28	0	11	46	1	0
WEST VIRGINIA	471	198	0	0	0	9	0	0
WISCONSIN	2,051	0	0	0	28	98	6	0
WYOMING	471	50	129	0	10	3	14	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	2	0	0	0	0	1	0	0
TRUST TERRITORIES	4	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUREAU OF INDIAN AFFAIRS	0	33	0	1	0	0	0	0
U.S. AND TERRITORIES	112,445	14,274	1,296	894	2,323	3,153	965	256

(Continued)

Table 11, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	LEARNING DISABLED					MENTALLY RETARDED				
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	OTHER	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	OTHER
ALABAMA	16	0	0	0	175	43	2	0	0	0
ALASKA	45	30	0	0	25	54	15	0	0	0
ARIZONA	39	11	4	0	8	66	38	0	0	0
ARKANSAS	55	0	0	0	111	22	333	26	16	16
CALIFORNIA	466	1,162	32	2	57	1,738	23	16	16	16
COLORADO	61	171	45	0	8	61	315	0	0	0
CONNECTICUT	521	220	18	38	53	180	56	25	25	25
DELAWARE	29	107	13	0	7	17	34	1	1	1
DISTRICT OF COLUMBIA	99	19	4	0	21	15	40	133	133	133
FLORIDA	30	50	0	0	0	128	534	0	0	0
GEORGIA	198	121	0	0	204	345	32	5	5	5
HAWAII	0	12	0	0	0	10	56	0	0	0
IDAHO	180	176	34	0	18	640	114	6	6	6
ILLINOIS	2,191	46	6	0	812	519	449	0	0	0
INDIANA	80	23	0	0	104	999	0	0	0	0
IOWA	42	15	0	60	74	387	0	122	122	122
KANSAS	207	7	69	0	0	50	199	14	14	14
KENTUCKY	42	82	28	1	113	273	753	15	15	15
LOUISIANA	96	43	0	0	108	418	319	0	0	0
MAINE	115	35	4	?	8	149	26	7	7	7
MARYLAND	512	149	68	16	214	197	266	44	44	44
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-
MICHIGAN	129	892	0	0	39	664	22	4	4	4
MINNESOTA	875	795	45	5	250	275	158	27	27	27
MISSISSIPPI	0	31	0	0	8	781	61	18	18	18
MISSOURI	547	62	0	36	53	91	201	15	15	15
MONTANA	0	58	0	0	88	94	10	0	0	0
NEBRASKA	127	0	0	0	0	309	2	0	0	0
NEVADA	3	1	0	0	1	8	15	31	31	31
NEW HAMPSHIRE	6	8	3	13	0	7	10	16	16	16
NEW JERSEY	36	470	71	0	52	287	28	0	0	0
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	217	60	2	0	104	994	46	12	12	12
NORTH CAROLINA	210	92	15	3	205	75	176	39	39	39
NORTH DAKOTA	0	83	0	0	0	4	3	0	0	0
OHIO	0	41	0	0	0	49	63	0	0	0
OKLAHOMA	129	3	0	0	112	122	0	2	2	2
OREGON	398	48	1	0	11	96	1	0	0	0
PENNSYLVANIA	0	758	212	0	0	238	0	345	345	345
PUERTO RICO	0	37	0	0	16	39	19	33	33	33
RHODE ISLAND	343	6	3	3	78	13	18	0	0	0
SOUTH CAROLINA	45	0	0	0	34	49	5	0	0	0
SOUTH DAKOTA	27	46	0	0	3	26	5	0	0	0
TENNESSEE	1,350	23	10	1	255	863	638	9	9	9
TEXAS	2,105	3,244	96	4	200	1,638	107	32	32	32
UTAH	216	0	0	43	8	34	92	122	122	122
VERMONT	13	16	10	5	46	47	10	5	5	5
VIRGINIA	24	124	0	11	26	818	42	94	94	94
WASHINGTON	10	69	38	3	7	325	205	6	6	6
WEST VIRGINIA	5	2	0	0	46	29	0	0	0	0
WISCONSIN	222	0	0	0	20	125	28	0	0	0
WYOMING	51	0	10	0	5	12	32	6	6	6
AMERICAN SAMOA	0	0	0	0	0	6	0	0	0	0
GUAM	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	11	11	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	14	3	0	0	6	4	4	0	0	0
U.S. AND TERRITORIES	12,288	9,051	841	351	5,301	14,839	6,377	1,230		

(Continued)

Table 11, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	OTHER HEALTH IMPAIRED			ORTHOPEDICALLY IMPAIRED			OTHER EN- VIRO- MENTS	
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRON- MENTS	REGULAR CLASSES	SEPARATE CLASSES	SCHOOLS	
ALABAMA	3	0	0	0	20	5	2	0
ALASKA	3	5	3	1	11	10	4	0
ARIZONA	0	0	0	220	4	9	1	0
ARKANSAS	58	0	0	0	37	0	21	0
CALIFORNIA	717	197	2	43	48	1,122	2	76
COLORADO	13	114	403	0	-	-	-	-
CONNECTICUT	35	25	23	5	17	27	16	3
DELAWARE	0	0	0	1	0	0	20	0
DISTRICT OF COLUMBIA	0	0	6	15	0	0	45	14
FLORIDA	0	55	102	0	75	90	49	0
GEORGIA	45	1	0	7	84	69	0	13
HAWAII	0	2	0	0	0	4	13	0
IDAHO	21	6	0	6	36	4	6	3
ILLINOIS	284	156	33	0	223	373	122	0
INDIANA	28	189	0	0	22	115	0	0
IOWA	0	72	0	4	23	67	0	40
KANSAS	0	0	50	3	2	3	30	0
KENTUCKY	4	9	18	8	23	7	14	4
LOUISIANA	69	21	0	0	12	185	24	0
MAINE	23	7	9	19	12	48	7	5
MARYLAND	14	11	0	33	39	71	68	41
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	31	420	0	31	10	140	0	10
MINNESOTA	25	5	5	7	59	79	73	10
MISSISSIPPI	1	19	18	3	0	4	1	9
MISSOURI	54	3	0	13	40	25	0	23
MONTANA	1	2	0	0	4	3	0	0
NEBRASKA	-	-	-	-	0	79	0	0
NEVADA	0	0	71	1	0	0	0	0
NEW HAMPSHIRE	3	4	6	22	2	1	5	21
NEW JERSEY	9	56	2	0	12	106	11	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	103	697	111	58	53	125	68	87
NORTH CAROLINA	56	5	15	25	20	2	45	10
NORTH DAKOTA	0	5	0	0	0	13	4	0
OHIO	0	91	0	3	-	-	-	4
OKLAHOMA	28	2	0	3	23	25	0	20
OREGON	67	2	0	17	6	0	9	3
PENNSYLVANIA	-	-	-	-	0	0	158	4
PUERTO RICO	26	38	38	21	0	-	4	17
RHODE ISLAND	3	0	1	1	19	-	4	0
SOUTH CAROLINA	0	0	0	0	2	17	2	0
SOUTH DAKOTA	1	1	0	0	4	21	12	0
TENNESSEE	30	10	1	170	25	30	120	40
TEXAS	2	47	20	19	135	826	173	353
UTAH	5	4	4	10	3	0	7	8
VERMONT	2	3	10	5	10	11	10	5
VIRGINIA	2	31	141	3	24	73	59	8
WASHINGTON	0	5	17	3	14	91	35	0
WEST VIRGINIA	0	1	0	0	7	13	0	0
WISCONSIN	77	0	0	10	270	0	0	0
WYOMING	1	0	28	0	0	0	17	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	1	0	0
TRUST TERRITORIES	4	2	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	1	0	0
BUR. OF INDIAN AFFAIRS	5	0	0	0	0	2	0	0
U.S. AND TERRITORIES	1,853	2,320	1,137	790	1,430	4,344	1,261	778

(Continued)

Table 11, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1978-1979

STATE	MULTI-HANDICAPPED			HARD OF HEARING/DEAF			OTHER EN- VIROMENTS
	REGULAR CLASSES	SEPARATE CLASSES	SCHOOLS	REGULAR CLASSES	SEPARATE CLASSES	SCHOOLS	
ALABAMA	-	-	-	27	41	23	0
ALASKA	-	-	-	8	25	2	0
ARIZONA	1	28	14	0	10	5	47
ARKANSAS	-	-	-	50	8	21	0
CALIFORNIA	-	-	-	76	662	2	3
COLORADO	-	-	-	18	55	56	0
CONNECTICUT	-	-	-	33	37	26	1
DELAWARE	-	-	-	1	0	22	0
DISTRICT OF COLUMBIA	-	-	-	0	0	0	1
FLORIDA	-	-	-	0	151	0	0
GEORGIA	-	-	-	80	66	12	6
HAWAII	-	-	-	0	19	2	0
IDAHO	0	40	14	0	11	38	14
ILLINOIS	-	-	-	178	283	11	0
INDIANA	-	-	-	15	47	84	0
IOWA	-	-	-	19	77	0	19
KANSAS	-	-	-	0	54	15	4
KENTUCKY	6	34	44	1	17	56	64
LOUISIANA	-	-	-	80	69	50	0
MAINE	-	-	-	7	25	1	2
MARYLAND	-	-	-	61	58	19	22
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	-	-	-	10	283	0	6
MINNESOTA	-	-	-	45	52	25	2
MISSISSIPPI	0	14	14	0	0	4	8
MISSOURI	-	-	-	49	37	6	23
MONTANA	6	13	3	0	17	2	14
NEBRASKA	0	10	0	0	0	48	14
NEVADA	-	-	-	0	9	0	0
NEW HAMPSHIRE	-	-	-	1	4	1	10
NEW JERSEY	-	-	-	17	75	3	0
NEW MEXICO	-	-	-	-	-	-	-
NEW YORK	-	-	-	54	59	59	1
NORTH CAROLINA	12	87	60	10	40	49	4
NORTH DAKOTA	-	-	-	0	18	0	0
OHIO	0	95	0	0	1	173	0
OKLAHOMA	21	177	0	26	27	29	0
OREGON	-	-	-	-	28	22	16
PENNSYLVANIA	0	169	0	0	0	563	103
PUERTO RICO	11	7	13	21	1	17	46
RHODE ISLAND	-	-	-	-	17	0	3
SOUTH CAROLINA	-	-	-	-	11	26	0
SOUTH DAKOTA	11	29	6	0	10	1	0
TENNESSEE	-	-	-	-	112	89	60
TEXAS	-	-	-	-	51	358	168
UTAH	-	-	-	-	1	4	4
VERMONT	-	-	-	-	8	9	20
VIRGINIA	-	-	-	-	42	162	4
WASHINGTON	-	-	-	-	1	114	15
WEST VIRGINIA	-	-	-	-	107	95	0
WISCONSIN	-	-	-	-	29	93	15
WYOMING	-	-	-	-	25	8	32
AMERICAN SAMOA	-	-	-	-	0	1	0
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	1	0
TRUST TERRITORIES	-	-	-	-	28	5	0
VIRGIN ISLANDS	-	-	-	-	0	1	0
BUR. OF INDIAN AFFAIRS	0	7	0	0	0	0	0
U.S AND TERRITORIES	68	710	163	58	1,423	4,187	1,092
							294

(Continued)

Table II, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	VISUALLY HANDICAPPED				DEAF				BLIND				OTHER
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	ENVIROUNMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	ENVIRONMENTS	
ALABAMA	9	0	20	0	-	-	-	-	-	-	-	-	-
ALASKA	5	5	10	0	-	-	-	-	-	-	-	-	-
ARIZONA	5	0	10	0	-	-	-	-	-	-	-	-	-
ARKANSAS	21	0	12	0	-	-	-	-	-	-	-	-	-
CALIFORNIA	35	122	-	3	-	-	-	-	-	-	-	-	-
COLORADO	16	4	35	0	-	-	-	-	-	-	-	-	-
CONNECTICUT	10	2	5	0	-	-	-	-	-	-	-	-	-
DELAWARE	1	1	0	7	-	-	-	-	-	-	-	-	-
DISTRICT OF COLUMBIA	1	0	5	0	-	-	-	-	-	-	-	-	-
FLORIDA	41	25	3	0	-	-	-	-	-	-	-	-	-
GEORGIA	68	13	1	0	-	-	-	-	-	-	-	-	-
HAWAII	0	4	1	0	-	-	-	-	-	-	-	-	-
IDAHO	8	6	9	0	-	-	-	-	0	1	2	0	-
ILLINOIS	73	69	14	0	-	-	-	-	-	-	-	-	-
INDIANA	1	0	24	0	-	-	-	-	-	-	-	-	-
IOWA	4	9	0	9	-	-	-	-	-	-	-	-	-
KANSAS	0	2	12	2	-	-	-	-	-	-	-	-	-
KENTUCKY	8	0	11	1	-	-	-	-	0	3	3	0	-
LOUISIANA	28	25	8	0	-	-	-	-	-	-	-	-	-
MAINE	2	8	0	7	-	-	-	-	-	-	-	-	-
MARYLAND	29	9	5	2	-	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	9	40	0	2	-	-	-	-	-	-	-	-	-
MINNESOTA	30	21	6	0	-	-	-	-	-	-	-	-	-
MISSISSIPPI	0	1	1	1	-	-	-	-	0	3	1	0	-
MISSOURI	26	13	0	3	-	-	-	-	-	-	-	-	-
MontANA	3	1	14	0	-	-	-	-	0	0	1	0	-
NEBRASKA	13	6	16	0	-	-	-	-	-	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	4	1	1	6	-	-	-	-	-	-	-	-	-
NEW JERSEY	14	0	0	0	-	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-	-	-	-	-	-
NEW YORK	41	4	7	0	-	-	-	-	-	-	-	-	-
NORTH CAROLINA	11	0	2	1	-	-	-	-	0	12	5	-	-
NORTH DAKOTA	0	6	4	0	-	-	-	-	-	-	-	-	-
OHIO	2	26	0	0	-	-	-	-	-	-	-	-	-
OKLAHOMA	7	3	0	1	-	-	-	-	1	8	0	1	-
OREGON	80	28	3	1	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	0	198	26	0	-	-	-	-	-	-	-	-	-
PUERTO RICO	9	5	0	0	-	-	-	-	0	7	0	0	-
RHODE ISLAND	10	0	1	0	-	-	-	-	-	-	-	-	-
SOUTH CAROLINA	13	1	0	0	-	-	-	-	-	-	-	-	-
SOUTH DAKOTA	0	4	1	0	-	-	-	-	-	-	-	-	-
TENNESSEE	20	9	3	17	-	-	-	-	-	-	-	-	-
TEXAS	64	198	65	60	-	-	-	-	-	-	-	-	-
UTAH	0	0	4	4	-	-	-	-	-	-	-	-	-
VERMONT	2	3	10	5	-	-	-	-	-	-	-	-	-
VIRGINIA	25	8	3	2	-	-	-	-	-	-	-	-	-
WASHINGTON	4	18	19	0	-	-	-	-	-	-	-	-	-
WEST VIRGINIA	6	1	0	0	-	-	-	-	-	-	-	-	-
WISCONSIN	18	10	10	0	-	-	-	-	-	-	-	-	-
WYOMING	35	2	13	0	-	-	-	-	-	-	-	-	-
AMERICAN SAMOA	0	1	0	0	-	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	1	0	0	0	-	-	-	-	0	0	0	0	-
TRUST TERRITORIES	0	0	0	0	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	812	909	397	128	2	21	19	6	-	-	-	-	-

(Continued)

Table 11, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	TOTAL				OTHER EN- VIROUNENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS		
ALABAMA	1,311	204	67	0	
ALASKA	317	209	48	1	
ARIZONA	1,484	138	115	220	
ARKANSAS	1,706	30	387	26	
CALIFORNIA	12,719	5,476	148	146	
COLORADO	248	565	1,422	0	
CONNECTICUT	3,108	816	180	82	
DELAWARE	161	179	104	9	
DISTRICT OF COLUMBIA	806	63	123	199	
FLORIDA	3,279	1,640	703	0	
GEORGIA	3,671	1,128	137	34	
HAWAII	36	61	72	0	
IDAHO	346	940	210	15	
ILLINOIS	18,511	2,375	76	0	
INDIANA	364	1,417	108	0	
IOWA	4,083	671	0	295	
KANSAS	429	199	514	32	
KENTUCKY	2,377	524	1,162	33	
LOUISIANA	5,057	816	422	0	
MAINE	656	463	52	82	
MARYLAND	3,648	937	570	235	
MASSACHUSETTS	2,889	2,266	409	25	
MICHIGAN	5,994	3,262	36	315	
MINNESOTA	4,947	1,127	316	51	
MISSISSIPPI	332	651	144	31	
MISSOURI	6,324	370	224	202	
MONTANA	616	188	54	0	
NEBRASKA	1,829	492	35	0	
NEVADA	313	19	87	32	
NEW HAMPSHIRE	58	43	46	286	
NEW JERSEY	4,423	1,535	168	0	
NEW MEXICO					
NEW YORK	2,378	2,196	316	167	
NORTH CAROLINA	3,067	520	348	130	
NORTH DAKOTA	0	597	11	0	
OHIO	191	500	637	3	
OKLAHOMA	3,739	418	1	60	
OREGON	1,081	230	31	81	
PENNSYLVANIA	0	9,536	524	378	
PUERTO RICO	68	222	123	127	
RHODE ISLAND	1,106	24	38	7	
SOUTH CAROLINA	2,532	113	9	1	
SOUTH DAKOTA	725	277	29	0	
TENNESSEE	4,662	1,043	902	249	
TEXAS	19,275	7,926	959	597	
UTAH	529	42	126	274	
VERMONT	400	407	90	45	
VIRGINIA	3,658	1,466	261	175	
WASHINGTON	898	824	369	18	
WEST VIRGINIA	1,072	348	0	0	
WISCONSIN	2,715	326	59	10	
WYOMING	558	75	295	37	
AMERICAN SAMOA	0	8	0	0	
GUAM	-	-	-	-	
NORTHERN MARIANAS	3	3	0	0	
TRUST TERRITORIES	47	18	0	0	
VIRGIN ISLANDS	0	2	0	0	
BUR. OF INDIAN AFFAIRS	88	49	4	0	
U. S. AND TERRITORIES	140,834	56,074	13,962	4,710	

Table 12

NUMBER OF CHILDREN 6 - 17 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

-----SPEECH IMPAIRED-----+-----EMOTIONALLY DISTURBED-----+

STATE	REGULAR	SEPARATE	SEPARATE	OTHER	REGULAR	SEPARATE	SEPARATE	OTHER
	CLASSES	CLASSES	SCHOOLS	ENVIRONMENTS	CLASSES	CLASSES	SCHOOLS	ENVIRONMENTS
ALABAMA	14,500	555	176	0	1,500	810	84	0
ALASKA	2,067	80	10	0	243	70	4	2
ARIZONA	10,662	36	0	0	2,221	1,414	496	0
ARKANSAS	8,261	0	0	0	216	52	18	2
CALIFORNIA	95,642	1,961	23	7	3,810	18,421	2,026	697
COLORADO	12,626	55	1,581	0	4,667	2,925	1,036	0
CONNECTICUT	12,944	255	32	7	7,123	2,491	879	323
DELAWARE	1,260	76	0	4	1,228	769	150	27
DISTRICT OF COLUMBIA	2,291	6	83	0	363	35	454	84
FLORIDA	29,999	3,015	0	0	5,126	4,138	414	107
GEORGIA	20,325	2,425	43	0	10,645	1,917	239	55
HAWAII	761	0	0	0	66	170	0	38
IDAHO	4,170	6	0	0	802	131	111	0
ILLINOIS	60,954	451	60	0	20,107	4,212	2,829	0
INDIANA	56,137	110	0	0	420	1,100	0	0
IOWA	13,148	0	0	0	1,050	1,479	190	6
KANSAS	7,230	1,907	78	0	1,045	1,235	1,427	13
KENTUCKY	22,512	22	3	0	708	173	710	207
LOUISIANA	30,185	206	2	0	1,142	3,425	402	73
MAINE	5,357	30	0	34	3,014	188	348	46
MARYLAND	22,198	2,153	11	13	816	1,574	731	399
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	37,019	2,261	0	1,045	6,628	5,470	595	17
MINNESOTA	18,550	225	0	2	1,462	975	990	190
MISSISSIPPI	10,161	2,995	7	3	8	118	18	5
MISSOURI	30,462	585	0	611	3,253	2,343	170	434
MONTANA	4,148	15	0	0	235	117	102	0
NEBRASKA	9,369	0	0	0	207	1,172	183	0
NEVADA	3,584	36	0	0	65	77	200	40
NEW HAMPSHIRE	1,066	234	31	115	17	24	44	3
NEW JERSEY	50,004	8,339	131	16	2,144	7,647	1,898	941
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	45,759	156	46	14	5,006	25,994	2,120	908
NORTH CAROLINA	24,682	881	15	68	1,408	1,126	103	562
NORTH DAKOTA	3,187	0	0	0	136	41	4	4
OHIO	63,514	0	0	0	0	2,945	0	215
OKLAHOMA	14,255	145	0	92	77	285	6	7
OREGON	11,964	218	2	298	1,262	499	70	63
PENNSYLVANIA	81,526	106	0	0	1,518	5,349	1,737	275
PUERTO RICO	111	91	59	16	75	240	56	50
RHODE ISLAND	3,296	6	0	0	568	235	0	0
SOUTH CAROLINA	19,817	0	4	0	2,544	1,887	136	194
SOUTH DAKOTA	3,840	12	11	0	100	103	116	0
TENNESSEE	30,391	65	58	4	1,797	331	422	43
TEXAS	67,932	368	12	11	5,789	3,701	1,028	1,909
UTAH	6,725	1	59	0	8,708	548	168	238
VERMONT	2,493	0	63	0	3,627	6	7	135
VIRGINIA	28,636	612	30	0	94	1,907	1,003	268
WASHINGTON	9,638	1,194	64	1	1,932	3,382	312	41
WEST VIRGINIA	5,378	1,244	0	0	284	293	0	0
WISCONSIN	10,626	9	0	0	0	5,998	108	0
WYOMING	2,428	810	0	0	25	505	0	69
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	10	0	0	0	0	0	0	0
TRUST TERRITORIES	22	0	0	0	0	0	0	0
VIRGIN ISLANDS	308	0	0	0	7	23	0	0
BUR. OF INDIAN AFFAIRS	593	147	0	0	194	61	0	0
U.S. AND TERRITORIES	1,035,323	34,104	2,694	2,380	116,332	120,131	24,144	8,690

(Continued)

Table 12, Continued

NUMBER OF CHILDREN 6 TO 17 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

+-----LEARNING DISABLED-----+-----MENTALLY RETARDED-----+

STATE	REGULAR SEPARATE SEPARATE			OTHER ENVIRONMENTS	REGULAR SEPARATE SEPARATE			OTHER ENVIRONMENTS
	CLASSES	CLASSES	SCHOOLS		CLASSES	SCHOOLS	CLASSES	
ALABAMA	12,120	320	59	0	26,126	6,757	387	0
ALASKA	5,910	335	3	0	513	300	44	3
ARIZONA	17,508	2,584	92	0	1,861	4,058	305	0
ARKANSAS	10,180	64	0	0	12,553	2,165	1,253	986
CALIFORNIA	86,377	29,510	877	340	1,381	28,265	346	133
COLORADO	22,976	1,013	445	0	2,041	3,558	1,043	0
CONNECTICUT	22,326	2,764	206	66	1,528	4,637	.307	64
DELAWARE	2,938	1,989	80	5	709	1,033	494	29
DISTRICT OF COLUMBIA	1,452	966	160	0	528	204	1,097	152
FLORIDA	36,955	5,268	0	3	6,831	13,662	4,814	63
GEORGIA	23,514	2,192	19	0	16,397	12,221	439	26
HAWAII	4,160	2,246	0	14	658	1,120	98	75
IDAHO	5,443	1,955	0	0	24	2,240	361	21
ILLINOIS	66,976	1,204	378	0	34,277	3,769	3,623	0
INDIANA	6,257	1,059	0	0	2,582	24,538	0	0
IOWA	20,216	1,219	0	12	2,184	8,478	485	20
KANSAS	0	1,632	10	2	838	6,207	675	161
KENTUCKY	10,391	934	233	117	8,993	9,635	2,855	214
LOUISIANA	16,312	7,328	258	0	3,503	14,011	1,954	25
MAINE	6,816	84	22	43	4,335	348	481	64
MARYLAND	35,907	9,643	78	8	2,744	7,622	392	26
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	24,221	8,915	0	53	4,295	15,410	146	31
MINNESOTA	28,793	2,159	565	190	5,535	5,260	2,100	1,504
MISSISSIPPI	2,252	3,334	37	6	1,010	15,054	375	118
MISSOURI	25,705	3,567	0	379	5,469	13,404	2,680	225
MONTANA	5,422	506	7	0	771	815	88	0
NEBRASKA	9,042	0	0	0	5,138	1,499	201	0
NEVADA	4,215	349	0	0	494	355	275	2
NEW HAMPSHIRE	3,302	3,277	150	70	171	1,147	226	30
NEW JERSEY	17,525	21,847	1,104	143	1,983	12,777	458	3,915
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	14,356	3,976	139	15	3,586	34,263	1,594	398
NORTH CAROLINA	23,961	2,110	17	754	29,159	9,530	2,031	1,154
NORTH DAKOTA	3,154	9	0	0	195	1,156	92	15
OHIO	18,773	29,880	0	0	0	53,549	9,221	0
OKLAHOMA	21,905	4,445	6	15	5,595	6,308	3	67
OREGON	15,864	502	80	240	1,749	1,570	93	30
PENNSYLVANIA	15,814	11,019	2,563	0	1,033	39,810	12	3,101
PUERTO RICO	1,053	241	233	0	4,370	3,812	581	238
RHODE ISLAND	6,587	1,080	0	0	447	1,017	0	0
SOUTH CAROLINA	14,188	1,442	2	3	14,467	8,750	183	31
SOUTH DAKOTA	1,866	40	24	0	604	293	115	0
TENNESSEE	21,070	1,187	200	7	14,071	5,656	1,773	52
TEXAS	135,476	10,211	176	34	10,310	17,507	1,304	154
UTAH	12,194	65	8	10	1,809	1,852	964	302
VERMONT	1,509	64	33	0	710	1,197	12	31
VIRGINIA	18,093	4,759	244	3	2,954	15,176	1,071	75
WASHINGTON	10,860	6,953	25	0	1,598	7,292	879	4
WEST VIRGINIA	4,157	2,237	0	0	2,957	4,765	0	0
WISCONSIN	18,687	51	0	0	0	12,682	483	0
WYOMING	661	4,670	0	0	20	949	65	92
AMERICAN SAMOA	73	0	0	0	0	46	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	9	0	0
TRUST TERRITORIES	16	13	0	0	9	54	9	0
VIRGIN ISLANDS	192	0	0	0	14	407	0	0
BUR. OF INDIAN AFFAIRS	1,629	352	0	0	300	96	78	36
U.S. AND TERRITORIES	897,349	199,569	8,533	2,532	251,429	448,295	48,535	13,667

(Continued)

Table 12, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED				OTHER EN- VIRO- NMENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	
ALABAMA	66	150	78	150	75	290	20	0	
ALASKA	50	10	2	3	70	30	5	1	
ARIZONA	0	0	0	1,251	356	98	23	0	
ARKANSAS	152	0	0	15	132	18	54	1	
CALIFORNIA	26,080	5,496	38	2,441	887	3,305	7	344	
COLORADO	400	1,118	213	0					
CONNECTICUT	456	15	89	141	259	142	38	67	
DELAWARE	0	7	1	0	12	20	122	0	
DISTRICT OF COLUMBIA	5	0	2	159	0	0	322	68	
FLORIDA	0	367	689	187	543	940	50	30	
GEORGIA	800	42	4	2,567	371	503	25	73	
HAWAII	0	0	1	0	0	19	81	0	
IDAHO	126	18	0	23	142	57	18	4	
ILLINOIS	1,365	115	162	0	563	2,288	382	0	
INDIANA	92	650	0	0	78	411	0	0	
IOWA	0	456	0	1	200	154	45	16	
KANSAS	0	0	289	394	202	82	5	0	
KENTUCKY	130	65	28	1,076	552	57	42	57	
LOUISIANA	755	226	0	1,394	41	149	46	0	
MAINE	97	23	35	88	157	43	24	61	
MARYLAND	49	25	2	1,592	146	458	12	702	
MASSACHUSETTS									
MICHIGAN	732	1,324	1	308	244	441	1	102	
MINNESOTA	381	35	200	797	434	220	150	66	
MISSISSIPPI	9	10	3	80	12	7	0	3	
MISSOURI	1,965	258	0	83	615	494	0	90	
MONTANA	13	29	0	193	35	31	0	103	
NEBRASKA					126	199	0	0	
NEVADA	10	11	121	4	16	12	3	52	
NEW HAMPSHIRE	85	30	8	16	73	20	15	11	
NEW JERSEY	146	1,129	10	361	117	816	494	573	
NEW MEXICO			4						
NEW YORK	3,969	26,825	4,260	2,245	394	919	501	636	
NORTH CAROLINA	4,587	113	116	352	481	192	225	128	
NORTH DAKOTA	51	16	4	14	48	24	36	7	
OHIO	0	2,101	0	1,275	-	-	-	-	
OKLAHOMA	399	42	2	43	94	107	0	17	
OREGON	394	3	25	161	439	130	16	65	
PENNSYLVANIA					550	1,761	97	26	
PUERTO RICO	43	84	57	342	11	60	64	65	
RHODE ISLAND	12	3	0	0	57	30	0	0	
SOUTH CAROLINA	12	0	0	244	252	284	67	553	
SOUTH DAKOTA	1	42	0	0	14	16	60	0	
TENNESSEE	2,457	6	100	200	214	454	52	313	
TEXAS	263	2,510	694	1,243	2,442	1,433	229	3,442	
UTAH	513	88	42	90	107	47	75	9	
VERMONT	116	0	21	0	99	0	22	0	
VIRGINIA	40	39	657	18	119	253	392	32	
WASHINGTON	23	75	6	311	293	815	85	22	
WEST VIRGINIA	238	141	0	0	49	205	0	0	
WISCONSIN	0	2	0	391	967	0	0	0	
WYOMING	5	38	0	1	2	21	0	0	
AMERICAN SAMOA	0	1	0	0	0	4	-	-	
GUAM									
NORTHERN MARIANAS	0	0	0	0	0	2	0	0	
TRUST TERRITORIES	12	3	0	0	0	0	0	0	
VIRGIN ISLANDS	0	7	0	0	0	7	0	0	
BUR. OF INDIAN AFFAIRS	11	2	0	12	22	6	+	0	
U.S. AND TERRITORIES	44,110	43,898	7,960	20,429	15,820	18,064	4,406	7,740	

(Continued)

Table 12, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	MULTI-HANDICAPPED			HARD OF HEARING/DEAF			OTHER EN- VIROUNENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIROUNENTS	REGULAR CLASSES	SEPARATE CLASSES	
ALABAMA	-	-	-	-	287	285	517
ALASKA	-	-	-	-	96	80	4
ARIZONA	114	271	65	0	361	47	408
ARKANSAS	-	-	-	-	247	50	265
CALIFORNIA	-	-	-	-	1,040	4,488	22
COLORADO	-	-	-	-	595	223	96
CONNECTICUT	-	-	-	-	457	121	136
DELAWARE	-	-	-	-	22	9	104
DISTRICT OF COLUMBIA	-	-	-	-	24	2	42
FLORIDA	-	-	-	-	0	1,136	601
GEORGIA	-	-	-	-	926	310	154
HAWAII	-	-	-	-	37	139	86
IDAHO	0	216	40	0	52	92	109
ILLINOIS	-	-	-	-	1,636	1,831	382
INDIANA	-	-	-	-	138	427	573
IOWA	-	-	-	-	310	259	307
KANSAS	-	-	-	-	801	195	307
KENTUCKY	38	122	54	104	160	66	840
LOUISIANA	-	-	-	-	435	369	437
MAINE	-	-	-	-	244	33	141
MARYLAND	-	-	-	-	853	655	47
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	758	1,295	0
MINNESOTA	-	-	-	-	600	220	345
MISSISSIPPI	16	144	46	29	68	202	24
MISSOURI	-	-	-	-	1,389	399	219
MONTANA	504	113	18	0	136	15	122
NEBRASKA	0	100	0	0	36	329	149
NEVADA	-	-	-	-	114	44	0
NEW HAMPSHIRE	-	-	-	-	91	43	59
NEW JERSEY	-	-	-	-	430	1,322	42
NEW MEXICO	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	1,497	1,603	1,587
NORTH CAROLINA	222	483	117	72	984	166	49
NORTH DAKOTA	-	-	-	-	108	6	76
OHIO	0	1,240	1,549	0	195	2,097	255
OKLAHOMA	28	233	0	34	204	203	3
OREGON	-	-	-	-	516	154	162
PENNSYLVANIA	12	331	0	0	3,134	847	828
PUERTO RICO	122	315	105	250	56	646	272
RHODE ISLAND	-	-	-	-	55	18	0
SOUTH CAROLINA	-	-	-	-	457	296	14
SOUTH DAKOTA	91	119	53	0	346	2	9
TENNESSEE	-	-	-	-	1,492	449	395
TEXAS	-	-	-	-	1,372	1,845	352
UTAH	-	-	-	-	416	37	2
VERMONT	-	-	-	-	224	99	95
VIRGINIA	-	-	-	-	553	620	375
WASHINGTON	-	-	-	-	175	676	212
WEST VIRGINIA	-	-	-	-	134	110	0
WISCONSIN	-	-	-	-	0	638	400
WYOMING	-	-	-	-	192	33	26
AMERICAN SAMOA	-	-	-	-	0	18	0
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	4	0	0	0	16	0
TRUST TERRITORIES	-	-	-	-	27	29	0
VIRGIN ISLANDS	-	-	-	-	0	32	0
BUR. OF INDIAN AFFAIRS	0	94	64	17	47	61	0
U.S. AND TERRITORIES	1,147	3,785	2,111	506	24,528	25,387	11,650
							1,833

(Continued)

Table 12, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	VISUALLY HANDICAPPED				DEAF		BLIND		OTHER EN- VIROMENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER CLASSES	
ALABAMA	260	45	176	0					
ALASKA	36	10	80	0					
ARIZONA	200	2	78	0					
ARKANSAS	76	0	153	0					
CALIFORNIA	1,363	1,319	8	4					
COLORADO	249	2	39	0					
CONNECTICUT	236	9	25	5					
DELAWARE	42	18	1	0					
DISTRICT OF COLUMBIA	21	0	35	1					
FLORIDA	556	164	162	0					
GEORGIA	600	118	93	12					
HAWAII	20	6	10	0					
IDAHO	42	18	70	0				4	26
ILLINOIS	906	620	163	0					
INDIANA	292	38	192	0					
IOWA	85	26	97	1					
KANSAS	156	25	179	1					
KENTUCKY	140	27	254	16		12	20	128	20
LOUISIANA	166	154	117	0					
MAINE	94	12	15	18					
MARYLAND	364	70	145	3					
MASSACHUSETTS									
MICHIGAN	318	316	0	1					
MINNESOTA	340	50	30	76					
MISSISSIPPI	21	20	6	3		0	5	0	1
MISSOURI	663	112	122	64					
MONTANA	48	4	123	0		1	0	9	0
NEBRASKA	101	8	54	0					
NEVADA	61	0	0	3					
NEW HAMPSHIRE	86	16	2	1					
NEW JERSEY	194	159	29	1040					
NEW MEXICO									
NEW YORK	1,563	164	216	26					
NORTH CAROLINA	562	11	202	11		6	21	70	7
NORTH DAKOTA	71	1	36	2					
OHIO	86	745	144	0					
OKLAHOMA	94	40	0	10			22	0	1
OREGON	404	34	56	0					
PENNSYLVANIA	2,218	733	314	0					
PUERTO RICO	45	53	13	10		0	28	0	0
RHODE ISLAND	29	5	0	0					
SOUTH CAROLINA	570	7	6	1					
SOUTH DAKOTA	15	0	27	0					
TENNESSEE	564	59	134	6					
TEXAS	813	214	37	5					
UTAH	135	0	0	64					
VERMONT	71	0	10	0					
VIRGINIA	540	39	126	0					
WASHINGTON	162	96	95	0					
WEST VIRGINIA	143	33	0	0					
WISCONSIN	0	132	232	0					
WYOMING	114	11	0	3					
AMERICAN SAMOA	0	3	0	0					
GUAM									
NORTHERN MARIANAS	0	2	0	0		0	1	0	0
TRUST TERRITORIES	16	0	0	0					
VIRGIN ISLANDS	0	0	0	0					
BUR. OF INDIAN AFFAIRS	20	7	4	1					
U.S. AND TERRITORIES	15,971	5,757	4,110	1,389	20	101	233	29	

(Continued)

Table 12, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	TOTAL				OTHER EN- VIRO- NMENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS		
ALABAMA	54,934	9,212	1,497	150	
ALASKA	9,985	915	152	9	
ARIZONA	33,285	8,510	1,467	1,251	
ARKANSAS	31,817	2,349	1,743	1,005	
CALIFORNIA	218,580	92,765	3,347	3,974	
COLORADO	43,555	8,894	4,453	0	
CONNECTICUT	45,329	10,544	1,712	682	
DELAWARE	6,311	3,914	952	65	
DISTRICT OF COLUMBIA	4,684	1,213	2,195	468	
FLORIDA	80,010	28,690	6,730	391	
GEORGIA	73,578	19,728	1,016	2,995	
HAWAII	5,702	3,700	276	127	
IDAHO	10,801	4,737	735	48	
ILLINOIS	186,784	14,490	7,979	0	
INDIANA	68,996	28,333	765	0	
IOWA	37,193	12,071	1,124	63	
KANSAS	10,272	11,283	2,970	572	
KENTUCKY	43,636	11,121	5,147	1,840	
LOUISIANA	52,530	25,868	3,216	1,492	
MAINE	20,114	2,761	1,866	362	
MARYLAND	63,077	22,210	1,418	2,746	
MASSACHUSETTS	99,503	13,368	7,237	862	
MICHIGAN	74,215	35,432	743	1,582	
MINNESOTA	56,095	9,144	4,380	3,229	
MISSISSIPPI	13,557	21,889	516	248	
MISSOURI	69,921	21,162	3,191	2,037	
MONTANA	11,313	1,645	469	296	
NEBRASKA	24,018	3,307	587	0	
NEVADA	8,559	884	629	101	
NEW HAMPSHIRE	4,891	4,791	539	251	
NEW JERSEY	72,543	54,036	4,166	7,637	
NEW MEXICO					
NEW YORK	78,130	43,900	10,463	4,277	
NORTH CAROLINA	83,052	14,633	2,945	3,224	
NORTH DAKOTA	6,950	1,253	248	51	
OHIO	82,568	92,557	11,169	1,490	
OKLAHOMA	42,652	7,830	20	299	
OREGON	32,592	3,110	504	858	
PENNSYLVANIA	105,805	59,976	5,551	3,402	
PUERTO RICO	5,886	5,370	1,440	983	
RHODE ISLAND	11,051	2,394	671	382	
SOUTH CAROLINA	52,307	12,666	412	1,037	
SOUTH DAKOTA	6,877	627	415	0	
TENNESSEE	73,356	8,207	3,666	628	
TEXAS	224,397	37,789	3,832	6,805	
UTAH	30,607	2,638	1,318	779	
VERMONT	8,849	1,366	263	166	
VIRGINIA	51,879	23,405	3,899	564	
WASHINGTON	24,682	20,483	1,676	379	
WEST VIRGINIA	13,340	9,028	0	0	
WISCONSIN	30,280	19,512	1,123	391	
WYOMING	3,447	7,037	91	175	
AMERICAN SAMOA	73	72	0	0	
GUAM					
NORTHERN MARIANAS	10	34	0	0	
TRUST TERRITORIES	102	99	9	0	
VIRGIN ISLANDS	521	476	0	0	
BUREAU OF INDIAN AFFAIRS	2,822	831	146	66	
U.S. AND TERRITORIES	2,501,532	912,459	122,374	60,440	

Table 13

NUMBER OF CHILDREN 18-21 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED				OTHER EN- VIRO- MENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRO- MENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRO- MENTS	
ALABAMA	50	14	8	0	110	117	22	0	
ALASKA	280	10	5	0	30	10	1		
ARIZONA	91	0	0	0	64	15	4	0	
ARKANSAS	41	0	0	0	0	1	8	4	
CALIFORNIA	397	91	1	1	58	348	94	19	
COLORADO	12	0	1	0	22	19	40	0	
CONNECTICUT	48	1	1	0	168	90	41	20	
DELAWARE	1	0	0	0	39	52	10	4	
DISTRICT OF COLUMBIA	0	0	0	0	0	0	8	2	
FLORIDA	101	0	0	0	32	66	372	0	
GEORGIA	113	85	10	1	133	73	34	0	
HAWAII	6	0	0	0	0	0	0		
IDAHO	114	8	0	0	166	62	14	0	
ILLINOIS	190	5	10	0	817	114	349	0	
INDIANA	0	0	0	0	25	67	0	0	
IOWA	11	0	0	0	28	37	0	0	
KANSAS	8	53	6	0	28	17	164	0	
KENTUCKY	1,877	0	3	3	127	30	81	32	
LOUISIANA	193	20	0	0	40	121	208	0	
MAINE	19	0	0	14	112	41	79	39	
MARYLAND	284	53	1	0	82	164	90	85	
MASSACHUSETTS									
MICHIGAN	334	83	1	7	214	107	10	13	
MINNESOTA	15	0	0	0	5	5	45	31	
MISSISSIPPI	79	24	0	1	0	2	1	0	
MISSOURI	218	9	0	1	124	39	7	10	
ONTARIO	2	2	0	0	98	4	3	0	
NEBRASKA	24	0	0	0	8	9	0	0	
NEVADA	0	0	0	0	0	0	0	2	
NEW HAMPSHIRE	6	3	0	0	4	2	6	3	
NEW JERSEY	200	2	2	0	242	121	96	0	
NEW MEXICO									
NEW YORK	0	0	0	0	0	0	0	0	
NORTH CAROLINA	122	1	0	0	20	21	12	48	
NORTH DAKOTA	75	0	0	0	8	1	1	0	
OHIO	0	0	0	0	0	0	0	0	
OKLAHOMA	27	1	0	0	1	3	0	0	
OREGON	21	0	0	0	9	2	1	0	
PENNSYLVANIA	419	0	0	0	74	107	182	0	
PUERTO RICO	0	1	1	1	1	37	6	5	
RHODE ISLAND	9	0	0	0	22	0	0	6	
SOUTH CAROLINA	68	1	0	0	75	60	0	42	
SOUTH DAKOTA	27	0	0	0	4	2	8	0	
TENNESSEE	325	10	3	0	186	23	57	36	
TEXAS	120	5	0	1	101	35	62	227	
UTAH	0	0	0	1	7	90	0	21	
VERMONT	2	0	0	0	37	0	0	0	
VIRGINIA	251	14	11	1	10	21	125	43	
WASHINGTON	16	21	1	0	20	173	15	2	
WEST VIRGINIA	883	0	0	0	13	13	0	0	
WISCONSIN	61	0	0	0	0	151	17	0	
WYOMING	30	5	0	0	2	34	0	32	
AMERICAN SAMOA	0	0	0	0	0	0	0	0	
GUAM									
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	
TRUST TERRITORIES	17	0	0	0	0	0	0	0	
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	
BUREAU OF INDIAN AFFAIRS	6	4	0	0	5	10	4	0	
U.S. AND TERRITORIES	6,991	534	66	40	7,578	2,808	2,799	736	

(Continued)

Table 13, Continued

NUMBER OF CHILDREN 18-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	LEARNING DISABLED				MENTALLY RETARDED				OTHER
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	EN- VIROMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	EN- VIROMENTS	
ALABAMA	127	0	6	0	1,600	294	84	0	
ALASKA	218	5	0	0	65	65	14	0	
ARIZONA	525	20	1	0	173	468	123	0	
ARKANSAS	118	0	0	0	340	139	196	143	
CALIFORNIA	1,686	334	36	13	215	325	26	10	
COLORADO	190	40	0	0	41	525	539	5	
CONNECTICUT	833	38	18	4	608	594	86	15	
DELAWARE	105	171	3	0	72	160	214	13	
DISTRICT OF COLUMBIA	14	5	0	1	4	0	97	0	
FLORIDA	322	49	0	0	442	541	2,334	0	
GEORGIA	311	92	0	0	879	699	69	1	
HAWAII	0	0	0	0	0	2	47	4	
IDAHO	432	135	0	0	13	146	797	6	
ILLINOIS	889	32	29	0	3,068	823	1,443	0	
INDIANA	0	0	0	0	70	663	0	0	
IOWA	582	35	0	0	173	1,035	0	2	
KANSAS	83	62	19	0	62	722	222	86	
KENTUCKY	565	47	20	0	705	608	925	11	
LOUISIANA	226	102	98	0	331	1,323	1,646	6	
MAINE	76	14	2	6	228	72	80	38	
MARYLAND	2,061	1,731	11	0	931	2,895	359	13	
MASSACHUSETTS	-	-	-	-	-	-	-	-	
MICHIGAN	701	214	0	0	699	2,005	112	16	
MINNESOTA	35	5	15	0	75	265	530	585	
MISSISSIPPI	93	46	0	0	30	1,069	35	22	
MISSOURI	408	79	0	6	417	1,594	618	52	
MONTANA	603	18	2	0	27	38	3	0	
NEBRASKA	233	0	0	0	164	500	54	0	
NEVADA	19	1	0	104	1	16	16	116	
NEW HAMPSHIRE	109	178	9	4	16	166	94	42	
NEW JERSEY	448	162	212	0	883	784	209	0	
NEW MEXICO	-	-	-	-	-	-	-	-	
NEW YORK	0	0	0	0	0	0	0	0	
NORTH CAROLINA	281	27	17	431	315	476	914	111	
NORTH DAKOTA	23	0	0	0	35	108	63	11	
OHIO	0	0	0	0	0	0	0	0	
OKLAHOMA	270	6	0	0	230	256	0	3	
OREGON	127	10	0	0	81	107	21	1	
PENNSYLVANIA	77	271	236	0	830	2,489	4	0	
PUERTO RICO	35	10	0	0	7	230	139	32	
RHODE ISLAND	158	0	0	0	59	0	0	0	
SOUTH CAROLINA	284	19	1	1	1,052	783	59	3	
SOUTH DAKOTA	49	0	9	0	75	20	97	0	
TEXAS	893	81	77	6	1,056	787	701	21	
UTAH	1,728	380	16	0	403	2,663	511	27	
VERMONT	5	106	353	0	5	34	133	100	
VIRGINIA	331	80	7	0	230	1,571	650	16	
WASHINGTON	251	218	10	0	75	716	213	0	
WEST VIRGINIA	194	42	0	0	303	294	0	0	
WISCONSIN	408	0	0	0	0	1,345	258	0	
WYOMING	100	74	0	0	3	83	10	39	
AMERICAN SAMOA	0	0	0	0	0	3	0	0	
GUAM	-	-	-	-	-	-	-	-	
NORTHERN MARIANAS	0	0	0	0	0	2	0	0	
TRUST TERRITORIES	0	2	0	0	11	0	2	0	
VERGIN ISLANDS	0	0	0	0	0	10	0	0	
BUREAU OF INDIAN AFFAIRS	56	13	0	0	47	6	0	0	
U.S. AND TERRITORIES	17,285	4,835	1,153	588	17,861	34,984	14,755	1,584	

(Continued)

Table 13, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

----- OTHER HEALTH IMPAIRED ----- + ----- ORTHOPEDICALLY IMPAIRED -----

STATE	OTHER				OTHER			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	ENVIRONMENTS
ALABAMA	12	6	36	8	8	6	0	0
ALASKA	10	3	1	1	10	10	1	0
ARIZONA	0	0	0	92	21	2	6	0
ARKANSAS	15	0	0	4	9	6	14	2
CALIFORNIA	401	182	3	72	98	344	0	15
COLORADO	5	33	151	0	-	-	-	-
CONNECTICUT	38	7	8	18	33	13	3	6
DELAWARE	0	0	1	0	1	2	11	0
DISTRICT OF COLUMBIA	0	1	0	30	0	0	58	25
FLORIDA	0	18	50	0	60	30	0	0
GEORGIA	17	0	0	53	5	4	0	0
HAWAII	0	0	0	0	0	0	6	0
IDAHO	12	9	0	4	64	12	0	0
ILLINOIS	68	1	20	0	80	144	61	0
INDIANA	0	1	0	0	1	9	0	0
IOWA	1	96	0	0	19	7	0	5
KANSAS	0	0	64	23	0	7	0	0
KENTUCKY	5	5	11	56	30	18	13	4
LOUISIANA	40	12	0	0	3	47	26	0
MAINE	7	5	1	14	14	6	1	17
MARYLAND	9	4	0	690	14	86	5	19
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	77	5	2	35	25	117	1	11
MINNESOTA	7	0	5	21	0	0	11	0
MISSISSIPPI	4	1	0	7	0	0	0	1
MISSOURI	258	37	0	9	154	82	0	15
MONTANA	1	1	0	21	1	1	0	11
NEBRASKA	-	-	-	-	21	0	0	0
NEVADA	0	0	0	13	0	0	0	10
NEW HAMPSHIRE	8	1	0	1	5	3	5	0
NEW JERSEY	5	80	3	0	16	10	66	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	23	3	14	32	5	11	23	0
NORTH DAKOTA	2	1	0	0	-	5	7	-
OHIO	0	0	0	0	-	-	0	-
OKLAHOMA	9	2	0	1	5	5	1	3
OREGON	0	0	0	1	7	5	4	0
PENNSYLVANIA	-	-	-	-	3	117	-	8
PUERTO RICO	0	12	26	24	4	9	9	0
RHODE ISLAND	1	0	0	18	6	0	0	0
SOUTH CAROLINA	0	0	0	31	2	11	0	19
SOUTH DAKOTA	0	13	0	0	2	3	6	0
TENNESSEE	30	60	10	91	100	68	150	124
TEXAS	61	261	96	221	79	71	19	283
UTAH	0	0	2	0	0	2	6	0
VERMONT	2	0	0	0	2	0	0	0
VIRGINIA	1	2	45	5	2	22	30	5
WASHINGTON	3	3	3	18	10	48	8	0
WEST VIRGINIA	29	10	0	0	2	15	0	0
WISCONSIN	0	0	0	25	63	0	0	0
WYOMING	1	3	0	0	0	2	0	2
AMERICAN SAMOA	0	2	0	0	0	1	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	17	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUREAU OF INDIAN AFFAIRS	0	0	0	2	1	0	0	0
U.S. AND TERRITORIES	1,179	900	552	1,641	1,027	1,361	551	763

(Continued)

Table 13, Continued

NUMBER OF CHILDREN 18 TO 21 YEARS OLD YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	MULTI-HANDICAPPED				HARD OF HEARING/DEAF				OTHER ENVIRONMENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	
ALABAMA	-	-	-	-	10	8	20	0	0
ALASKA	-	-	-	-	11	15	0	0	0
ARIZONA	8	34	33	0	22	0	7	0	0
ARKANSAS	-	-	-	-	2	3	39	2	
CALIFORNIA	-	-	-	-	30	197	5	1	
COLORADO	-	-	-	-	20	0	7	0	
CONNECTICUT	-	-	-	-	21	4	16	0	
DELAWARE	-	-	-	-	3	0	15	0	
DISTRICT OF COLUMBIA	-	-	-	-	4	0	3	0	
FLORIDA	-	-	-	-	0	36	7	0	
GEORGIA	-	-	-	-	27	7	9	2	
HAWAII	-	-	-	-	0	2	22	0	
IDAHO	0	62	13	0	18	22	17	0	
ILLINOIS	-	-	-	-	60	140	59	0	
INDIANA	-	-	-	-	5	5	8	0	
IOWA	-	-	-	-	19	5	0	0	
KANSAS	-	-	-	-	5	0	35	0	
KENTUCKY	2	6	10	0	29	3	26	1	
LOUISIANA	-	-	-	-	26	22	142	0	
MAINE	-	-	-	-	18	7	1	3	
MARYLAND	-	-	-	-	116	162	0	1	
MASSACHUSETTS	-	-	-	-	-	-	-	-	
MICHIGAN	-	-	-	-	76	97	0	0	
MINNESOTA	-	-	-	-	8	5	12	20	
MISSISSIPPI	3	15	6	6	4	10	0	0	
MISSOURI	-	-	-	-	168	24	48	14	
MONTANA	69	4	1	0	5	5	4	0	
NEBRASKA	0	20	0	0	28	0	14	0	
NEVADA	-	-	-	-	0	0	0	10	
NEW HAMPSHIRE	-	-	-	-	8	5	11	0	
NEW JERSEY	-	-	-	-	55	40	30	0	
NEW MEXICO	-	-	-	-	-	-	-	-	
NEW YORK	-	-	-	-	0	0	0	0	
NORTH CAROLINA	14	28	5	18	4	5	61	2	
NORTH DAKOTA	-	-	-	-	4	0	14	1	
OHIO	0	0	0	0	0	0	0	0	
OKLAHOMA	3	18	0	3	4	5	0	1	
OREGON	-	-	-	-	18	25	1	0	
PENNSYLVANIA	7	22	0	0	13	66	131	0	
PUERTO RICO	6	15	30	29	0	40	0	3	
RHODE ISLAND	-	-	-	-	1	0	0	0	
SOUTH CAROLINA	-	-	-	-	14	6	4	1	
SOUTH DAKOTA	6	6	22	0	9	0	3	0	
TENNESSEE	-	-	-	-	125	64	56	6	
TEXAS	-	-	-	-	62	179	15	2	
UTAH	-	-	-	-	0	1	0	2	
VERMONT	-	-	-	-	7	0	0	0	
VIRGINIA	-	-	-	-	32	9	149	0	
WASHINGTON	-	-	-	-	9	52	19	0	
WEST VIRGINIA	-	-	-	-	54	1	0	0	
WISCONSIN	-	-	-	-	0	46	34	0	
WYOMING	-	-	-	-	4	3	0	2	
AMERICAN SAMOA	-	-	-	-	0	5	0	0	
GUAM	-	-	-	-	-	-	-	-	
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	
TRUST TERRITORIES	-	-	-	-	10	15	0	0	
VIRGIN ISLANDS	-	-	-	-	0	0	0	0	
BUR. OF INDIAN AFFAIRS	0	6	10	6	1	2	0	0	
U.S. AND TERRITORIES	118	236	130	62	1,169	1,348	1,044	74	

(Continued)

Table 13, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	VISUALLY HANDICAPPED			DEAF			BLIND			OTHER ENVIRONMENTS
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER IN- ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER IN- ENVIRONMENTS		
ALABAMA	16	0	8	0	-	-	-	-	-	-
ALASKA	1	5	1	0	-	-	-	-	-	-
ARIZONA	7	0	0	0	-	-	-	-	-	-
ARKANSAS	4	0	22	1	-	-	-	-	-	-
CALIFORNIA	33	65	2	0	-	-	-	-	-	-
COLORADO	4	0	4	0	-	-	-	-	-	-
CONNECTICUT	18	3	7	0	-	-	-	-	-	-
DELAWARE	2	1	0	0	-	-	-	-	-	-
DISTRICT OF COLUMBIA	7	0	8	0	-	-	-	-	-	-
FLORIDA	9	0	6	0	-	-	-	-	-	-
GEORGIA	6	4	3	0	-	-	-	-	-	-
HAWAII	0	0	0	0	-	-	-	-	-	-
IDAHO	32	6	12	0	0	-	-	3	0	-
ILLINOIS	76	1	28	0	-	-	-	-	-	-
INDIANA	2	0	5	0	-	-	-	-	-	-
IOWA	9	1	0	0	-	-	-	-	-	-
KANSAS	1	2	27	0	-	-	-	-	-	-
KENTUCKY	13	0	17	1	0	-	0	5	0	-
LOUISIANA	3	3	48	0	-	-	-	-	-	-
MAINE	9	2	4	2	-	-	-	-	-	-
MARYLAND	46	18	86	0	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-
MICHIGAN	21	24	0	0	-	-	-	-	-	-
MINNESOTA	0	1	5	3	-	-	-	-	-	-
MISSISSIPPI	0	9	0	0	0	-	1	0	0	-
MISSOURI	85	16	30	3	0	-	-	-	-	-
MONTANA	1	1	4	0	0	0	0	2	0	-
NEBRASKA	11	0	3	0	-	-	-	-	-	-
NEVADA	1	0	0	2	-	-	-	-	-	-
NEW HAMPSHIRE	4	1	2	1	-	-	-	-	-	-
NEW JERSEY	8	4	9	0	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-	-	-
NORTH CAROLINA	18	1	61	0	0	-	0	12	1	-
NORTH DAKOTA	2	0	2	0	-	-	-	-	-	-
OHIO	0	0	0	0	-	-	-	-	-	-
OKLAHOMA	3	1	0	0	0	0	1	0	0	-
OREGON	17	0	4	0	-	-	-	-	-	-
PENNSYLVANIA	12	37	59	0	-	-	-	-	-	-
PUERTO RICO	2	4	0	0	0	-	3	0	0	-
RHODE ISLAND	2	0	0	0	-	-	-	-	-	-
SOUTH CAROLINA	28	1	0	1	-	-	-	-	-	-
SOUTH DAKOTA	0	0	4	0	-	-	-	-	-	-
TEXAS	73	5	56	1	-	-	-	-	-	-
UTAH	31	27	1	4	-	-	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-	-	-
VIRGINIA	24	0	24	1	-	-	-	-	-	-
WASHINGTON	12	3	16	0	-	-	-	-	-	-
WEST VIRGINIA	4	1	0	0	-	-	-	-	-	-
WISCONSIN	0	3	18	0	-	-	-	-	-	-
WYOMING	40	1	0	1	-	-	-	-	-	-
AMERICAN SAMOA	0	0	0	0	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	-	0	0	0	-
TRUST TERRITORIES	5	0	0	0	-	-	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	1	1	0	-	-	-	-	-	-
U.S. AND TERRITORIES	702	252	587	21	0	6	22	1		

(Continued)

Table 13, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	REGULAR CLASSES	TOTAL			OTHER EN- VIRO- NMENTS
		SEPARATE CLASSES	SEPARATE SCHOOLS		
ALABAMA	1,933	449	184	8	
ALASKA	425	123	23	2	
ARIZONA	911	539	174	92	
ARKANSAS	529	149	279	156	
CALIFORNIA	2,918	5,886	169	131	
COLORADO	294	617	742	0	
CONNECTICUT	1,967	711	190	72	
DELAWARE	223	336	254	17	
DISTRICT OF COLUMBIA	29	6	174	58	
FLORIDA	966	740	2,769	0	
GEORGIA	1,589	964	125	63	
HAWAII	6	4	75	4	
IDAHO	851	463	856	10	
ILLINOIS	5,248	1,280	1,995	0	
INDIANA	103	745	13	0	
IOWA	842	1,216	0	7	
KANSAS	187	863	537	109	
KENTUCKY	3,393	717	1,111	108	
LOUISIANA	862	1,650	2,168	0	
MAINE	483	147	168	145	
MARYLAND	3,143	5,113	552	980	
MASSACHUSETTS	2,625	1,625	2,156	115	
MICHIGAN	2,147	2,651	126	82	
MINNESOTA	95	281	623	660	
MISSISSIPPI	213	1,177	42	37	
MISSOURI	1,830	1,830	703	110	
MONTANA	807	64	19	32	
NEBRASKA	489	529	71	0	
NEVADA	31	2	16	257	
NEW HAMPSHIRE	160	359	127	50	
NEW JERSEY	1,857	1,203	628	0	
NEW MEXICO	-	-	-	-	
NEW YORK	0	0	0	0	
NORTH CAROLINA	1,800	573	1,119	647	
NORTH DAKOTA	150	115	89	12	
OHIO	0	0	0	0	
OKLAHOMA	552	299	0	9	
OREGON	280	149	28	5	
PENNSYLVANIA	1,431	3,065	616	0	
PUERTO RICO	55	362	211	104	
RHODE ISLAND	258	152	181	24	
SOUTH CAROLINA	1,530	901	60	98	
SOUTH DAKOTA	172	44	149	0	
TENNESSEE	2,788	1,098	1,580	265	
TEXAS	2,585	3,921	720	765	
UTAH	13	233	494	124	
VERMONT	77	124	0	45	
VIRGINIA	881	1,719	1,041	71	
WASHINGTON	398	1,237	285	21	
WEST VIRGINIA	1,482	376	0	0	
WISCONSIN	532	1,345	327	25	
WYOMING	180	205	10	16	
AMERICAN SAMOA	0	13	0	0	
GUAM	-	-	-	-	
NORTHERN MARIANAS	0	2	0	0	
TRUST TERRITORIES	60	17	2	0	
VIRGIN ISLANDS	0	10	0	0	
BUR. OF INDIAN AFFAIRS	116	42	15	8	
U. S. AND TERRITORIES	32,495	48,641	23,296	5,624	

Table 14

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	94.64	4.12	1.24	0.00	60.95	35.06	3.99	0.00
ALASKA	93.10	5.91	0.99	0.00	71.28	25.64	2.31	0.77
ARIZONA	99.81	0.39	0.00	0.00	54.22	33.94	11.84	0.00
ARKANSAS	100.00	0.00	0.00	0.00	74.40	15.96	7.83	1.81
CALIFORNIA	97.75	2.12	0.08	0.05	15.12	73.74	8.33	2.80
COLORADO	85.98	1.23	12.80	0.00	52.20	33.06	14.74	0.00
CONNECTICUT	96.37	3.22	0.33	0.08	65.89	22.92	8.10	3.09
DELAWARE	93.74	5.99	0.00	0.27	54.37	36.83	7.47	1.32
DISTRICT OF COLUMBIA	95.88	0.71	2.88	0.52	37.57	4.73	47.24	10.45
FLORIDA	89.02	10.98	0.00	0.00	50.06	41.17	7.73	1.03
GEORGIA	88.37	11.06	0.54	0.03	81.85	15.67	2.05	0.43
HAWAII	100.00	0.00	0.00	0.00	23.24	63.38	0.00	13.38
IDAHO	99.31	0.69	0.00	0.00	74.58	15.08	10.34	0.00
ILLINOIS	98.46	1.38	0.15	0.00	73.59	15.42	10.99	0.00
INDIANA	99.80	0.20	0.00	0.00	27.58	72.42	0.00	0.00
IOWA	98.87	0.00	0.00	0.13	38.02	94.47	8.63	0.87
KANSAS	77.80	20.80	1.51	0.09	26.49	31.99	41.20	0.32
KENTUCKY	99.19	0.28	0.52	0.01	39.02	9.58	40.39	11.00
LOUISIANA	99.24	0.70	0.06	0.00	21.94	65.83	10.93	1.31
MAINE	96.30	2.57	0.00	1.14	79.20	7.41	10.89	2.50
MARYLAND	90.02	9.40	0.28	0.31	22.39	43.30	22.24	12.07
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	91.41	5.82	0.02	2.75	50.78	44.37	4.51	0.39
MINNESOTA	97.38	2.52	0.00	0.09	39.61	27.13	27.44	5.82
MISSISSIPPI	75.89	23.74	0.34	0.03	5.00	80.00	11.87	3.13
MISSOURI	96.34	1.87	0.00	1.79	52.67	37.14	2.99	7.20
MONTANA	99.59	0.41	0.00	0.00	39.58	21.58	18.84	0.00
NEBRASKA	99.82	0.18	0.00	0.00	13.42	74.97	11.61	0.00
NEVADA	99.06	0.94	0.00	0.00	17.31	19.90	51.94	10.85
NEW HAMPSHIRE	64.10	14.96	2.93	18.01	20.50	25.49	49.02	4.90
NEW JERSEY	65.79	13.93	0.25	0.03	18.28	59.24	19.34	7.14
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	99.53	0.34	0.10	0.03	14.71	76.39	6.23	2.67
NORTH CAROLINA	98.18	3.49	0.10	0.24	42.00	35.96	3.48	16.56
NORTH DAKOTA	87.50	12.50	0.00	0.00	72.38	22.11	3.52	2.01
OHIO	100.00	0.00	0.00	0.00	0.00	93.25	0.00	6.75
OKLAHOMA	98.36	1.01	0.00	0.63	20.40	76.07	1.76	1.70
OREGON	95.35	1.86	0.02	2.38	66.53	26.45	3.72	3.31
PENNSYLVANIA	93.42	6.58	0.00	0.00	15.90	61.06	19.92	3.13
PUERTO RICO	32.76	42.74	17.98	6.35	15.91	59.09	12.81	12.19
RHODE ISLAND	99.52	0.20	0.10	0.08	71.85	27.01	0.45	0.58
SOUTH CAROLINA	99.91	0.08	0.02	0.30	53.03	39.43	2.77	4.77
SOUTH DAKOTA	96.32	3.36	0.32	0.30	31.29	32.46	36.26	0.00
TENNESSEE	99.31	0.28	0.36	0.07	59.17	10.16	28.42	2.25
TEXAS	97.69	2.18	0.11	0.02	44.21	31.21	8.44	16.14
UTAH	98.28	0.01	1.03	0.71	89.14	6.45	1.74	2.67
VERMONT	88.85	8.65	2.35	0.16	94.60	1.40	0.43	3.57
VIRGINIA	97.21	2.50	0.15	0.15	21.85	45.07	25.85	7.22
WASHINGTON	87.73	11.47	0.78	0.02	32.99	60.52	5.70	0.79
WEST VIRGINIA	82.36	17.64	0.00	0.00	48.53	51.47	0.00	0.00
WISCONSIN	99.93	0.07	0.00	0.00	0.44	97.52	2.04	0.00
WYOMING	74.66	22.05	3.29	0.00	5.18	75.91	4.76	14.15
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TRUST TERRITORIES	100.00	0.00	0.00	0.00	23.33	76.67	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	72.73	25.82	1.45	0.00
BUR. OF INDIAN AFFAIRS	78.22	21.78	0.00	0.00	-	-	-	-
U.S. AND TERRITORIES	98.35	4.04	0.33	0.27	42.74	44.11	9.76	3.39

(Continued)

Table 14, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	96.96	2.53	0.51	0.00	78.68	20.01	1.33	0.00
ALASKA	94.30	5.85	0.08	0.00	54.92	38.16	6.65	0.27
ARIZONA	88.95	12.58	0.47	0.00	28.76	64.68	6.56	0.00
ARKANSAS	99.39	0.61	0.00	0.00	71.19	12.73	9.76	6.32
CALIFORNIA	73.26	25.86	0.78	0.29	4.52	93.95	1.09	0.44
COLORADO	93.13	4.91	1.95	0.00	25.70	50.97	23.33	0.00
CONNECTICUT	87.53	11.17	0.89	0.30	26.95	66.12	5.65	1.28
DELAWARE	86.99	41.13	1.78	0.09	28.31	43.48	25.66	1.55
DISTRICT OF COLUMBIA	57.84	36.40	6.03	0.04	24.14	9.56	53.86	12.44
FLORIDA	87.42	12.58	0.00	0.01	24.78	48.83	26.17	0.21
GEORGIA	90.83	9.09	0.07	0.00	55.96	42.22	1.72	0.10
HAWAII	64.68	35.11	0.00	0.22	31.79	54.69	9.71	3.82
IDAHO	72.47	27.12	0.41	0.00	1.25	68.99	29.00	0.75
ILLINOIS	97.51	1.92	0.57	0.00	78.22	10.48	11.31	0.00
INDIANA	85.42	14.58	0.00	0.00	9.52	90.48	0.00	0.00
IOWA	93.95	5.72	0.00	0.32	18.76	76.39	3.74	1.11
KANSAS	13.87	81.35	4.69	0.10	9.74	75.56	11.87	2.83
KENTUCKY	88.27	8.53	2.26	0.95	39.16	41.85	18.04	0.98
LOUISIANA	68.00	30.55	1.46	0.00	16.67	66.65	16.58	0.11
MAINE	96.84	1.84	0.39	0.00	78.32	9.75	10.08	1.87
MARYLAND	76.88	22.98	0.31	0.05	22.80	70.01	6.65	0.54
MASSACHUSETTS								
MICHIGAN	71.32	28.53	0.00	0.15	21.47	77.12	1.19	0.22
MINNESOTA	90.06	7.46	1.89	0.59	35.19	35.13	16.87	12.82
MISSISSIPPI	40.44	58.82	0.64	0.10	5.80	80.73	2.60	0.87
MISSOURI	86.73	11.90	0.00	1.37	23.93	60.80	14.10	11.18
MONTANA	91.07	8.80	0.14	0.00	46.05	48.70	5.25	0.00
NEBRASKA	100.00	0.00	0.00	0.00	67.40	29.34	3.27	0.00
NEVADA	90.30	7.48	0.00	2.22	38.19	27.47	23.09	11.26
NEW HAMPSHIRE	47.93	48.58	2.27	1.22	9.74	68.49	17.19	4.58
NEW JERSEY	42.86	53.50	3.30	0.34	13.89	84.75	3.25	18.31
NEW MEXICO								
NEW YORK	77.66	21.51	0.75	0.08	9.00	86.00	4.00	1.00
NORTH CAROLINA	87.59	7.98	0.18	4.26	67.90	22.31	6.91	2.89
NORTH DAKOTA	97.19	2.81	0.00	0.00	13.67	75.39	9.39	1.55
OHIO	38.55	61.45	0.00	0.00	0.00	84.48	19.54	0.00
OKLAHOMA	97.81	1.99	0.03	0.07	46.76	52.65	0.02	0.57
OREGON	94.90	3.24	0.47	1.39	49.76	46.41	3.01	0.81
PENNSYLVANIA	61.41	38.85	9.74	0.00	3.81	89.10	0.03	7.05
PUERTO RICO	67.62	17.90	14.48	0.00	46.16	42.89	7.77	3.18
RHODE ISLAND	86.65	13.28	0.04	0.04	35.78	63.11	1.10	0.00
SOUTH CAROLINA	90.70	9.25	0.02	0.02	61.20	37.71	0.98	0.13
SOUTH DAKOTA	94.23	4.17	1.60	0.00	55.09	27.38	17.53	0.00
TENNESSEE	93.85	5.15	0.95	0.06	60.94	27.18	11.58	0.31
TEXAS	90.77	9.01	0.19	0.02	31.22	62.10	6.07	0.81
UTAH	95.50	1.32	2.78	0.41	33.40	35.20	21.80	9.61
VERMONT	92.28	4.83	2.60	0.30	34.59	60.83	0.98	3.60
VIRGINIA	77.92	20.96	1.06	0.06	14.13	77.30	7.76	0.81
WASHINGTON	60.32	39.27	0.40	0.02	14.84	73.61	11.46	0.09
WEST VIRGINIA	85.63	34.37	0.00	0.00	42.34	57.66	0.00	0.00
WISCONSIN	99.74	0.26	0.00	0.00	0.13	94.72	5.15	0.00
WYOMING	13.97	88.85	0.18	0.00	2.13	79.33	8.13	10.41
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM								
NORTHERN MARIANAS					0.00	100.00	0.00	0.00
TRUST TERRITORIES	51.61	48.39	0.00	0.00	28.97	60.75	10.28	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	3.25	96.75	0.00	0.00
BUR. OF INDIAN AFFAIRS	82.20	17.80	0.00	0.00	61.18	18.37	14.21	6.24
U. S. AND TERRITORIES	80.30	18.49	0.91	0.29	31.99	57.98	8.12	1.92

(Continued)

Table 14, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	18.91	30.66	22.40	31.04	24.18	70.66	5.16	0.00
ALASKA	68.48	19.57	6.52	5.43	59.87	32.89	6.58	0.68
ARIZONA	0.00	0.00	0.00	100.00	73.37	20.88	5.75	0.00
ARKANSAS	92.21	0.00	0.00	7.79	60.54	8.16	30.27	1.02
CALIFORNIA	76.24	16.47	0.12	7.17	37.00	58.20	0.11	4.70
COLORADO	17.06	51.63	31.31	0.00				
CONNECTICUT	52.89	18.78	11.99	16.38	52.02	25.59	9.50	12.79
DELAWARE	0.00	0.00	66.67	33.33	6.91	11.70	81.38	0.00
DISTRICT OF COLUMBIA	2.29	0.46	3.67	93.58	0.00	0.00	79.89	20.11
FLORIDA	0.00	29.97	57.29	12.74	36.31	56.78	5.30	3.61
GEORGIA	24.38	1.22	0.11	74.29	40.10	30.42	2.18	7.80
HAWAII	0.00	66.67	33.33	0.00	0.00	18.70	81.30	0.00
IDAHO	70.67	14.67	0.00	14.67	69.94	21.10	6.94	2.02
ILLINOIS	77.80	12.34	9.75	0.00	20.44	66.32	13.34	0.00
INDIANA	12.55	87.45	0.00	0.00	15.88	84.12	0.00	0.00
IOWA	0.10	99.05	0.00	0.79	42.01	39.58	7.81	10.59
KANSAS	0.00	0.00	48.97	51.03	61.63	27.79	10.57	0.00
KENTUCKY	9.82	5.58	4.03	80.17	73.69	9.99	8.40	0.00
Louisiana	34.33	10.29	0.00	55.38	10.51	71.48	18.01	0.00
MAINE	38.72	10.67	13.72	36.89	46.33	24.56	8.10	21.01
MARYLAND	2.95	2.05	0.08	94.92	10.86	33.55	4.64	50.95
MASSACHUSETTS								
MICHIGAN	28.32	58.57	0.10	12.61	25.32	63.34	0.48	11.16
MINNESOTA	27.76	2.69	14.11	55.44	44.74	27.13	2.22	6.90
MISSISSIPPI	9.03	19.35	13.55	58.06	32.43	29.73	2.00	35.14
MISSOURI	84.96	11.12	0.00	3.92	52.60	39.08	0.00	0.02
MONTANA	5.75	12.26	0.00	81.99	21.16	18.52	0.00	60.02
NEBRASKA					34.43	65.57	0.00	0.00
NEVADA	4.33	4.76	83.12	7.79	13.01	9.76	26.83	50.47
NEW HAMPSHIRE	52.17	19.02	7.61	21.20	49.69	14.91	15.53	19.88
NEW JERSEY	48.88	70.24	0.83	20.04	6.53	41.96	25.71	25.80
NEW MEXICO								
NEW YORK	10.84	71.92	11.42	6.02	16.06	37.51	20.46	25.98
NORTH CAROLINA	71.17	5.17	6.19	17.47	44.06	17.92	25.61	12.41
NORTH DAKOTA	56.99	23.66	4.30	15.05	33.79	28.97	32.41	4.83
OHIO	0.00	63.17	0.00	36.83				
OKLAHOMA	82.11	8.66	0.38	8.89	43.26	48.94	0.00	0.80
OREGON	68.91	0.74	3.73	26.72	64.48	19.26	3.77	72.55
PENNSYLVANIA					18.32	72.72	8.00	0.90
PUERTO RICO	9.70	18.85	17.02	54.43	5.84	29.18	29.96	35.02
RHODE ISLAND	41.03	7.69	2.56	48.72	70.63	25.86	3.45	0.00
SOUTH CAROLINA	4.18	0.00	0.00	95.82	21.61	25.64	5.67	47.08
SOUTH DAKOTA	0.45	96.55	0.00	0.00	14.49	28.99	56.52	0.00
TENNESSEE	79.53	2.40	3.51	14.57	35.56	18.89	29.23	16.32
TEXAS	5.97	52.01	14.84	27.18	28.00	24.56	4.44	43.00
UTAH	68.34	12.34	6.33	13.19	41.67	18.56	33.33	8.44
VERMONT	75.47	1.89	19.30	3.14	69.81	6.92	20.13	3.14
VIRGINIA	3.75	6.28	73.50	16.48	14.22	34.12	47.25	4.41
WASHINGTON	5.57	17.77	5.57	71.09	22.38	67.14	8.87	1.62
WEST VIRGINIA	63.72	36.28	0.00	0.00	19.93	80.07	0.00	0.00
WISCONSIN	13.25	0.40	0.00	84.36	100.00	0.00	0.00	0.00
WYOMING	9.09	53.25	36.36	1.30	4.55	52.27	38.64	4.55
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM								
NORTHERN MARIANAS					0.00	100.00	0.00	0.00
TRUST TERRITORIES	86.84	13.16	0.00	0.00				
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	43.24	18.92	0.00	37.84	78.36	21.62	0.00	0.00
U.S. AND TERRITORIES	37.19	37.17	7.61	18.03	31.73	41.26	10.90	16.11

(Continued)

Table 14, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	MULTI-HANDICAPPED				HARD OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	-	-	-	-	26.60	27.42	45.98	0.00
ALASKA	-	-	-	-	47.72	49.79	2.49	0.00
ARIZONA	21.65	58.63	19.72	0.00	43.33	5.73	50.94	0.00
ARKANSAS	-	-	-	-	43.46	8.87	47.24	0.44
CALIFORNIA	-	-	-	-	17.54	81.83	0.44	0.18
COLORADO	-	-	-	-	59.20	25.96	14.85	0.00
CONNECTICUT	-	-	-	-	59.35	18.82	20.67	1.16
DELAWARE	-	-	-	-	14.77	5.11	80.11	0.00
DISTRICT OF COLUMBIA	-	-	-	-	35.00	2.50	56.25	6.25
FLORIDA	-	-	-	-	0.00	68.48	31.47	0.05
GEORGIA	-	-	-	-	55.31	20.58	9.40	14.51
HAWAII	-	-	-	-	12.05	52.12	35.83	0.00
IDAHO	0.00	82.80	17.40	0.00	21.72	40.75	37.53	0.00
ILLINOIS	-	-	-	-	40.92	49.21	9.87	0.00
INDIANA	-	-	-	-	12.14	36.79	51.08	0.00
IOWA	-	-	-	-	34.05	33.37	30.04	3.54
KANSAS	-	-	-	-	56.88	17.57	25.19	0.35
KENTUCKY	10.93	38.48	25.65	24.94	15.98	9.68	72.04	2.32
LOUISIANA	-	-	-	-	33.19	28.22	38.59	0.00
MAINE	-	-	-	-	94.90	13.27	29.18	2.65
MARYLAND	-	-	-	-	51.58	43.82	3.30	1.30
MASSACHUSETTS	-	-	-	-	33.10	65.69	0.00	1.22
MICHIGAN	-	-	-	-	37.95	16.11	22.22	23.68
MINNESOTA	-	-	-	-	22.50	67.50	10.00	0.00
MISSISSIPPI	6.48	59.04	2.53	11.95	63.55	18.20	10.80	7.44
MISSOURI	-	-	-	-	49.37	8.88	43.75	0.00
MONTANA	79.21	17.78	3.01	0.00	10.36	61.00	28.64	0.00
NEBRASKA	0.00	100.00	0.00	0.00	64.41	29.94	0.00	5.65
NEVADA	-	-	-	-	42.02	21.85	29.83	6.30
NEW HAMPSHIRE	-	-	-	-	18.86	53.98	2.82	24.34
NEW JERSEY	-	-	-	-	31.69	33.95	33.63	0.74
NEW MEXICO	-	-	-	-	69.32	14.83	7.69	8.16
NEW YORK	-	-	-	-	47.46	10.17	38.14	4.24
NORTH CAROLINA	21.99	53.01	16.13	8.87	7.20	83.43	9.37	0.00
NORTH DAKOTA	-	-	-	-	11.60	47.95	48.37	0.61
OHIO	0.00	46.29	53.71	0.00	-	59.28	21.20	18.88
OKLAHOMA	9.58	78.82	0.00	-	-	-	-	0.63
OREGON	-	-	-	-	0.00	55.36	25.96	18.68
PENNSYLVANIA	3.51	96.49	0.00	0.00	-	62.77	28.39	3.75
PUERTO RICO	15.04	36.47	16.02	32.47	5.09	77.66	19.15	3.19
RHODE ISLAND	-	-	-	-	-	57.38	39.05	2.14
SOUTH CAROLINA	-	-	-	-	-	60.58	21.09	17.90
SOUTH DAKOTA	31.43	44.90	23.82	0.00	-	33.11	53.11	11.91
TENNESSEE	-	-	-	-	-	73.67	7.42	1.06
TEXAS	-	-	-	-	-	50.64	22.88	24.36
UTAH	-	-	-	-	-	32.07	40.46	27.01
VERMONT	-	-	-	-	-	14.52	66.09	19.31
VIRGINIA	-	-	-	-	-	58.88	41.12	0.00
WASHINGTON	-	-	-	-	-	2.31	61.81	35.78
WEST VIRGINIA	-	-	-	-	-	60.38	12.02	15.85
WISCONSIN	-	-	-	-	-	0.00	100.00	0.00
WYOMING	-	-	-	-	-	-	-	0.00
AMERICAN SAMOA	-	-	-	-	-	-	-	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	-	100.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	57.02	42.98	0.00
VIRGIN ISLANDS	-	-	-	-	-	0.00	100.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	52.45	36.27	11.27	43.24	56.76	0.00	0.00
U. S. AND TERRITORIES	14.65	51.99	26.48	6.88	36.63	41.77	18.62	2.97

(Continued)

Table 14, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

+-----VISUALLY HANDICAPPED-----+-----DEAF BLIND-----+

STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	53.37	8.43	38.20	0.00				
ALASKA	27.45	13.07	59.48	0.00				
ARIZONA	70.20	0.68	29.14	0.00				
ARKANSAS	34.95	0.00	64.71	0.35				
CALIFORNIA	48.39	50.93	0.44	0.24				
COLORADO	76.20	1.70	22.10	0.00				
CONNECTICUT	82.50	4.38	11.56	1.56				
DELAWARE	61.84	27.40	1.37	9.59				
DISTRICT OF COLUMBIA	37.18	0.00	61.54	1.28				
FLORIDA	62.73	19.57	17.70	0.00				
GEORGIA	73.42	14.71	10.57	1.31				
HAWAII	48.78	24.39	26.83	0.00				
IDAHO	40.39	14.78	44.83	0.00	0.00	13.89	86.11	0.00
ILLINOIS	54.10	35.38	10.51	0.00				
INDIANA	53.25	6.86	39.89	0.00				
IOWA	40.66	14.94	40.25	4.15				
KANSAS	38.57	7.13	53.58	0.74				
KENTUCKY	32.99	5.53	57.79	3.69	6.28	12.04	71.20	10.47
LOUISIANA	35.69	32.97	31.34	0.00				
MAINE	60.69	12.72	10.98	15.81				
MARYLAND	56.50	12.48	30.37	0.64				
MASSACHUSETTS								
MICHIGAN	47.61	51.98	0.00	0.41				
MINNESOTA	65.84	12.81	7.30	14.06				
MISSISSIPPI	33.87	48.39	11.29	6.45	0.00	81.82	9.09	9.09
MISSOURI	67.78	12.35	13.31	6.57				
MONTANA	26.13	3.02	70.85	0.00	7.69	0.00	92.71	0.00
NEBRASKA	58.96	6.60	34.43	0.00				
NEVADA	92.54	0.00	0.00	7.46				
NEW HAMPSHIRE	75.20	14.40	4.00	6.40				
NEW JERSEY	14.82	11.19	2.61	71.38				
NEW MEXICO								
NEW YORK	79.37	8.31	11.03	1.29				
NORTH CAROLINA	67.24	1.37	30.15	1.25	5.19	15.56	69.63	2.63
NORTH DAKOTA	58.87	5.69	33.87	1.61				
OHIO	8.77	76.87	14.36	0.00				
OKLAHOMA	65.41	27.67	0.00	6.92	5.71	88.57	0.00	5.71
OREGON	79.90	9.89	10.05	0.16				
PENNSYLVANIA	62.00	26.91	11.09	0.00				
PUERTO RICO	39.72	43.97	9.22	7.09	0.00	100.00	0.00	0.00
RHODE ISLAND	87.23	10.64	2.13	0.00				
SOUTH CAROLINA	97.29	1.43	0.96	0.32				
SOUTH DAKOTA	31.25	2.08	66.67	0.10				
TENNESSEE	70.12	7.79	20.60	1.41				
TEXAS	59.74	28.88	6.78	4.61				
UTAH	65.22	0.00	1.93	32.89				
VERMONT	72.28	2.97	19.80	4.95				
VIRGINIA	74.37	5.93	19.32	0.38				
WASHINGTON	41.88	27.53	30.59	0.00				
WEST VIRGINIA	81.38	18.62	0.00	0.00				
WISCONSIN	4.26	34.28	61.47	0.00				
WYOMING	85.91	8.36	5.91	1.82				
AMERICAN SAMOA	0.00	100.00	0.00	0.00				
GUAM								
NORTHERN MARIANAS	33.33	66.67	0.00	0.00	0.00	100.00	0.00	0.00
TRUST TERRITORIES	100.00	0.00	0.00	0.00				
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS	56.82	23.53	14.71	2.94				
U.S. AND TERRITORIES	56.34	22.29	16.41	4.96	4.78	27.83	59.57	7.83

(Continued)

Table 14, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1978-1979

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	83.17	14.10	2.50	0.23
ALASKA	86.78	11.12	1.99	0.11
ARIZONA	74.05	19.07	3.64	3.24
ARKANSAS	84.76	6.29	6.00	2.95
CALIFORNIA	67.64	30.07	1.06	1.23
COLORADO	72.54	16.58	10.89	0.00
CONNECTICUT	77.08	18.46	3.18	1.28
DELAWARE	53.08	35.65	10.54	0.73
DISTRICT OF COLUMBIA	55.09	12.80	24.88	7.24
FLORIDA	66.91	24.67	8.10	0.31
GEORGIA	75.06	20.78	1.22	2.94
HAWAII	57.08	37.41	4.20	1.30
IDAH0	59.95	30.68	9.00	0.36
ILLINOIS	87.94	7.58	4.49	0.00
INDIANA	67.93	31.17	0.91	0.00
IOWA	73.17	24.25	1.95	0.63
KANSAS	38.93	44.14	14.38	2.55
KENTUCKY	69.42	17.37	10.43	2.78
LOUISIANA	62.06	30.19	6.16	1.58
MAINE	86.75	5.60	5.25	2.40
MARYLAND	66.78	27.01	2.43	3.79
MASSACHUSETTS	78.91	12.97	7.37	0.75
MICHIGAN	65.06	32.66	0.71	1.56
MINNESOTA	75.53	13.04	6.57	4.87
MISSISSIPPI	36.31	61.07	1.81	0.81
MISSOURI	72.25	21.73	3.83	2.19
MONTANA	82.15	12.24	3.50	2.12
NEBRASKA	83.99	13.80	2.21	0.00
NEVADA	81.49	8.28	6.70	3.57
NEW HAMPSHIRE	44.05	44.78	6.11	5.06
NEW JERSEY	53.19	38.31	3.35	5.15
NEW MEXICO				
NEW YORK	41.36	50.62	5.68	2.34
NORTH CAROLINA	78.46	14.03	3.94	3.57
NORTH DAKOTA	74.93	20.74	3.67	0.66
OHIO	43.76	49.21	6.24	0.79
OKLAHOMA	84.01	15.30	0.04	0.66
OREGON	87.17	8.96	1.45	2.42
PENNSYLVANIA	56.36	38.14	3.52	1.99
PUERTO RICO	39.66	40.62	11.71	8.01
RHODE ISLAND	76.22	15.78	5.46	2.54
SOUTH CAROLINA	78.66	19.09	0.67	1.59
SOUTH DAKOTA	83.46	0.18	6.37	0.00
TENNESSEE	82.07	10.51	6.24	1.18
TEXAS	79.85	16.03	1.70	2.64
UTAH	83.79	7.84	5.21	3.17
VERMONT	78.82	16.03	2.98	2.16
VIRGINIA	63.38	29.87	5.34	0.91
WASHINGTON	50.67	43.97	4.54	0.82
WEST VIRGINIA	61.97	38.03	0.00	0.00
WISCONSIN	58.88	37.55	2.83	0.75
WING	34.34	60.04	3.2%	2.36
AMERICAN SAMOA	43.98	56.02	0.00	0.00
GUAM				
HERN MARSHALS	25.00	75.00	0.00	0.00
U.S. TERRITORIES	59.04	37.85	3.11	0.00
VIRGIN ISLANDS	5.84	48.36	0.00	0.00
BUR. OF INDIAN AFFAIRS	72.27	22.02	3.94	1.77
U.S. AND TERRITORIES	68.34	25.80	4.07	1.79

Table 15

STATE GRANT AWARDS UNDER P. L. 94-142.
FISCAL YEARS 1977-1981

STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
ALABAMA	3,365,542	3,116,498	9,199,597	14,638,340	16,142,271
ALASKA	490,567	490,567	1,141,091	1,496,568	1,815,450
ARIZONA	1,921,124	2,537,384	6,318,460	9,480,690	10,712,944
ARKANSAS	1,829,462	1,829,462	4,821,148	7,810,823	9,109,702
CALIFORNIA	18,609,066	23,333,515	49,893,306	70,607,419	79,687,992
COLORADO	2,335,174	2,845,535	6,464,413	9,210,259	9,903,380
CONNECTICUT	2,763,013	3,922,276	9,036,317	12,608,399	13,505,455
DELAWARE	622,204	778,246	1,899,113	2,388,519	2,703,088
DISTRICT OF COLUMBIA	668,848	668,848	668,848	889,169	668,848
FLORIDA	6,380,764	7,978,528	18,586,203	25,966,473	29,403,063
GEORGIA	4,618,356	5,926,761	13,159,542	20,397,400	22,520,969
GUAM	501,968	634,920	1,269,839	1,384,125	1,505,928
HAWAII	836,262	836,262	1,588,630	2,152,962	2,383,302
IDAHO	781,714	895,985	2,630,753	3,636,051	3,969,749
ILLINOIS	10,221,315	14,912,002	33,570,710	46,144,147	49,727,517
INDIANA	5,010,905	5,839,638	12,344,388	19,349,909	20,896,619
IOWA	2,634,753	3,293,313	8,020,418	11,886,752	13,165,923
KANSAS	2,060,933	2,561,060	5,220,452	7,617,628	8,348,480
KENTUCKY	3,098,951	3,890,946	8,853,680	12,917,126	14,627,089
LOUISIANA	3,775,472	5,860,310	12,809,566	18,697,366	18,032,390
MAINE	960,286	1,430,099	3,093,590	4,862,830	5,178,763
MARYLAND	3,835,476	5,108,386	13,020,301	18,061,726	20,435,111
MASSACHUSETTS	5,212,919	8,442,257	19,103,830	27,132,919	29,052,864
MICHIGAN	8,817,578	10,074,857	22,185,712	30,918,947	32,662,429
MINNESOTA	3,758,157	4,935,284	11,381,563	16,675,984	18,484,039
MISSISSIPPI	2,317,010	2,317,010	4,836,602	8,103,290	9,331,896
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284	21,520,304
MONTANA	735,291	735,291	1,553,351	2,571,016	2,787,971
NEBRASKA	1,398,141	1,770,296	4,192,534	6,560,510	6,771,505
NEVADA	599,425	599,425	1,585,508	2,272,986	2,457,972
NEW HAMPSHIRE	760,460	760,460	1,410,832	2,013,039	2,032,877
NEW JERSEY	6,457,792	9,837,092	22,185,088	30,899,264	32,226,894
NEW MEXICO	1,128,789	1,128,789	2,515,083	3,999,549	4,533,290
NEW YORK	15,738,278	15,782,022	33,590,847	40,613,157	44,906,897
NORTH CAROLINA	4,992,790	6,519,459	14,280,965	21,911,084	24,886,341
NORTH DAKOTA	671,532	671,532	1,353,231	1,981,589	2,092,340
OHIO	10,057,668	11,052,816	25,431,188	38,035,508	42,757,590
OKLAHOMA	2,354,020	2,848,682	7,528,703	11,954,145	13,416,260
OREGON	1,975,798	2,343,180	5,070,752	7,919,081	8,956,731
PENNSYLVANIA	10,378,532	13,806,573	26,303,162	36,715,448	39,702,260
PUERTO RICO	2,899,064	2,899,064	2,899,064	3,947,773	4,461,798
RHODE ISLAND	843,286	1,046,913	2,044,598	2,878,460	3,477,474
SOUTH CAROLINA	2,710,586	4,967,615	10,768,402	14,655,884	15,832,244
SOUTH DAKOTA	698,770	698,770	1,314,050	1,907,349	2,104,369
TENNESSEE	3,707,002	5,812,671	14,768,309	22,953,867	20,742,741
TEXAS	11,265,148	15,522,153	41,631,558	55,107,937	57,396,480
UTAH	1,213,009	2,057,060	5,485,978	7,307,831	7,908,859
VERMONT	529,113	539,113	844,501	2,113,595	2,301,143
VIRGINIA	4,561,746	5,296,653	12,178,610	17,937,636	19,902,990
VIRGIN ISLANDS	319,268	404,071	808,142	880,874	958,391
WASHINGTON	3,201,385	4,867,187	7,518,556	10,492,023	11,612,612
WEST VIRGINIA	1,567,670	2,078,304	4,309,105	6,481,990	7,459,706
WISCONSIN	4,348,328	4,348,328	8,772,508	12,368,991	14,370,398
WYOMING	470,988	470,988	1,162,321	1,866,912	2,008,365
AMERICAN SAMOA	180,508	228,445	456,910	498,032	541,859
BUR. OF INDIAN AFFAIRS	1,951,207	2,493,437	5,582,918	7,916,796	8,658,416
TRUST TERRITORIES	578,813	732,554	1,297,586	1,414,369	1,538,833
NORTHERN MARIANAS			167,523	182,600	198,669
TOTAL	200,000,000	253,837,112	563,874	752	803,956,400
					874,500,000

Table Notes

Source: FY 1979 State End-of-Year Reports. A dash generally indicates that the data were not available for the states.

Table 8

1. District of Columbia -- Counts of teachers serving noncategorical populations were included with the counts of teachers of the multihandicapped.
2. Massachusetts -- The state did not report unduplicated counts of teachers by handicapping condition for children served. The actual number of teachers is given as a total number. The data by handicapping condition remains but does not accurately reflect the total.
3. Montana -- The state reported only teacher totals on the form. The data by handicapping condition was treated as missing.
4. Ohio -- The state reported combined counts of teachers for health impaired and orthopedically impaired; the data were presented under teachers of health-impaired children.
5. Pennsylvania -- The state reported home-hospital teachers with teachers of the orthopedically impaired.
6. Puerto Rico -- The state count of teachers who served children with several handicaps were included with the count of teachers of the multihandicapped.

Table 9

1. Alabama -- The state count of noninstructional staff includes "other teachers."
2. Arizona -- The state reported a count of physical therapists (25.2), which was included with the count of recreational therapists.
3. District of Columbia -- The count of speech pathologists includes speech therapists. The number of school social workers includes counselors.
4. Idaho -- The state count of recreational therapists includes physical therapists.
5. Illinois -- The state counts of early childhood and cross-categorical teachers were included with the count of teachers of the multihandicapped.
6. Kansas -- The state included the count of home-hospital staff with teachers of the health impaired. Combined counts of teachers of the speech impaired and speech pathologists were reported; the data were presented under speech pathologists. Also, the state reported the count of diagnostic staff with psychologists, and workstudy coordinators with teacher's aides.

7. Massachusetts -- Fifty-three physical therapists were included with the count of recreational therapists.
8. Nevada -- The state count of other noninstructional staff includes physical therapists (5).
9. New Jersey -- The reported count of diagnostic staff includes nurses.
10. North Carolina -- The state count of recreational therapists includes physical therapists (50).
11. Ohio -- The state reported combined counts for diagnostic staff and psychologists; the data were presented under psychologists.
12. Pennsylvania -- Teachers of the speech impaired were included with the count of speech pathologists.
13. Rhode Island -- The state did not report a separate count of diagnostic staff, but distributed these personnel in other personnel categories; the categories to which these personnel were distributed were not provided.
14. Wisconsin -- The state count of occupational therapists includes physical therapists (161).

Table 10

1. Illinois -- The state reported additional counts of multihandicapped (1,661) and deaf/blind (93) children as served which were not differentiated by age group or service environment.

Table 12

1. Alaska and Arkansas -- The states reported only draft data. The state totals for those 6-17 year olds receiving special education in separate facilities were set equal to the computed total.

Tables 10-14

1. Massachusetts -- There was extensive double counting in the rows of the state report. Only the total figures were valid. Other data were not keyed.
2. Nebraska -- The state reported other health impaired with the count of multihandicapped.
3. Ohio -- No deaf or orthopedically impaired counts were reported.
4. Pennsylvania -- The state count of children served in regular classes includes all public school children who do not receive their special education in a full-time, self-contained class, e.g., resource room, itinerant class, etc.

5. Puerto Rico -- The state . used count of children with "other conditions" was included with the count of multihandicapped.